DOCUMENT RESUME

ED 261 877 SE 046 007

TITLE	The Helping Book: Fifth Grade Math. For Parents of ECIA, Chapter 1 Fifth Grade Students. Bulletin 1744.
INSTITUTION	Louisiana State Dept. of Education, Baton Rouge.
PUB DATE	[82]
NOTE	146p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Basic Skills; Computation; *Drills (Practice); Elementary Education; *Elementary School Mathematics; Grade 5; Instructional Materials; *Learning Activities; *Mathematics Instruction; Mathematics Skills; Number Concepts; *Parent Participation; *Remedial Instruction; Worksheets
IDENTIFIERS	*Louisiana

ABSTRACT

This booklet was prepared for the parents of fifth-grade children who are participating in the Chapter 1 programs in Louisiana. Activities which will give children practice with every mathematics skill which must be learned before going to grade 6 are included. For each skill there are at least two pages of practice plus a test question similar to an item on the Louisiana Basic Skills Test. The activities involve numeration, whole number operations, fractions, decimals, relations and functions, measurement and estimation, geometry, and problem solving. Answer keys are included. (MNS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED261877

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization orginating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

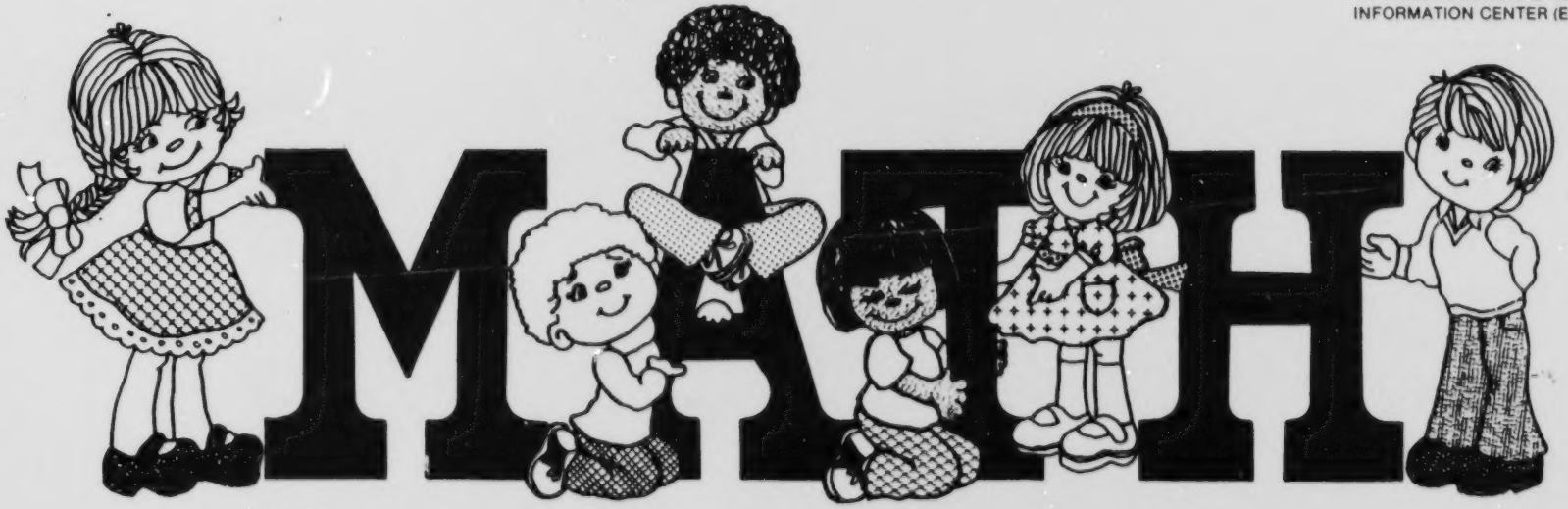
THE Helping Book:

FIFTH GRADE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Ebarb

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



For Parents of ECIA, Chapter 1 Fifth Grade Students

Bulletin 1744

SE 046 007

THE HELPING BOOK:

FIFTH GRADE MATH

Bulletin 1744

Prepared by

Bureau of ECIA, Chapter 1
Office of Educational Support Programs

This public document was published at a total cost of $678.00. 200 copies of this public document were published in this first printing at a cost of $678.00. The total cost of all printings of this document, including reprints, is $678.00. This document was published by the Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064, to disseminate information under authority of P.L. 97-35. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

Issued by

LOUISIANA DEPARTMENT OF EDUCATION
THOMAS G. CLAUSEN, SUPERINTENDENT

TABLE OF CONTENTS

SUPERINTENDENT'S MESSAGE ii

CHAPTER 1 DIRECTOR'S MESSAGE iii

ACKNOWLEDGEMENTS iv

INTRODUCTION v

FIFTH GRADE MATHEMATICS SKILLS:

NUMERATION
- Place Value (hundred thousands) 1
- Reads and Writes Numbers (through one hundred thousand) 3
- Missing Numbers (through one hundred thousand) 5

WHOLE NUMBER OPERATIONS
- Addition - Regrouping (two three-, four-, or five-digit numbers) 7
- Addition - Regrouping (three three-digit numbers) 9
- Subtraction - Regrouping Ones (one-, two-, or three-digit number from a three-digit number) 11
- Subtraction - Regrouping (one-, two-, or three-digit number from a three-digit number) 13
- Subtraction - Regrouping (one-, two-, or three-digit number from a four-digit number) 15
- Multiplication (two digit number by a one-digit number) 17
- Multiplication (three-digit number by a one-digit number) 20
- Division - No Remainder (two-digit number by a one-digit number) 22
- Division - With Remainder (one- or two-digit number by a one-digit number) 24
- Division - No Remainder (three- or four-digit number by a one-digit number) 26
- Division - With Remainder (three- or four-digit number by a one-digit number) 28
- Division (parts of a division problem) 30
- Fractions - No Regrouping (adds or subtracts fractions with like denominators) 32
- Fractions - No Regrouping or Renaming (adds or subtracts mixed numbers with like denominators) 34
- Fractions (one-eighth and one-tenth) 36

DECIMAL AND DECIMAL OPERATIONS
- Decimals (adds and subtracts decimals through hundredths) 38
- Decimals (reads and writes decimals through hundredths) 40

RELATIONS AND FUNCTIONS
- Numbers Divisible by Five 44

MEASUREMENT AND ESTIMATION
- Time (nearest five-minute interval) 46

GEOMETRY
- Perimeter of Square, Rectangle, and Triangle 48
- Parts of a Circle (center, radius, diameter, circumference, and semi-circle) 50

PROBLEM SOVLING
- Word Problems - No Conversion (time: hours, minutes, days, weeks, months, or years) 52
- Word Problems - Two-Step (+, -, and/or x; money-$10.00 or less) 54

ANSWER KEY 57

Dear Parent:

The Helping Book: Fifth Grade Math is for the parents of fifth grade children who are participating in Chapter 1 programs.

The Chapter 1 program supports basic skills education. Therefore, activities which will give your child practice with every mathematics skill which must be learned before a child goes on to the sixth grade are included in this book.

Your child's teacher gives the first helping of learning in mathematics. The Chapter 1 programs provide a second helping of practice. Finally, your help in reviewing these areas of mathematics will be the third and best helping your child will get.

Sincerely,

James E. Green, Director
Bureau of ECIA, Chapter 1
Office of Educational Support Programs

ACKNOWLEDGEMENTS

Special thanks to the following members of the Chapter 1 Math Task Force for the development of this handbook:

Laura Allums, St. Tammany Parish
Gloria Ambrose, Calcasieu Parish
Winona Boudreaux, Iberville Parish
Rosa Boykins, Rapides Parish
Clara Byes, Jefferson Parish
Drue Dumas, Jefferson Parish
Lorraine Faust, Tangipahoa Parish
Huey Fields, Claiborne Parish
Freda Harrison, St. Martin Parish
Thelma Hawkins, Iberville Parish
Johanna Hess, Tangipahoa Parish
Alma Johnson, Allen Parish
Linda Kennard, State Department of Education
Bette Laird, Tangipahoa Parish
Janet Langlois, State Department of Education
Candy Nolen, Catahoula Parish
Diane Nowik, Jefferson Parish
Dianne Olivier, St. Martin Parish
Ruthie Rhodes, Claiborne Parish
Delores Thompson, Rapides Parish
Betty Wade, Jefferson Davis Parish
Jimmy White, Ouachita Parish
Clarence Williams, Jefferson Parish
Dorothy Young, Franklin Parish

Our deepest thanks to Kerry Ardoin, Calcasieu Parish, who is the artist for this handbook and to Beverly Blanchard, State Department of Education, Bureau of ECIA, Chapter 1, who is the typist of this handbook.

BEFORE YOU USE THIS BOOK PLEASE READ!

1. Have fun with your child as you help him grow. The Helping Book: Fifth Grade Math was developed to give you and your child pleasant learning activities. It has been designed to cover each of the mathematics skills on the fifth grade Basic Skills Test.

2. At the top left of each page you will find the skill that is to be covered on that page. To the right of the skill is a box. The box designates the exact part of the skill for which a fifth grade student is responsible.

3. For each skill there are at least two pages of practice.

4. For each skill there is a test question similar to the test item that will be on the Basic Skills Test in the spring. The test question will always be marked with a .

5. When an exercise or game requires an answer key, the key is found in the back of the booklet. When the symbol appears, the answers are provided.

Place Value

hundred thousands

Have your child cut apart the numerals in the boxes at the bottom of the page. * Then have your child place the numerals in the appropriate box on the place value chart for each of the numbers listed below:

465,378	734,658	568,437	648,375
346,587	837,546	386,457	483,657

PLACE VALUE CHART

Hundred-Thousands	Ten-Thousands	Thousands	Hundreds	Tens	Ones

* CUT APART:

3	4	5	6	7	8

Reads and Writes Numbers

through one hundred thousand

Commas separate the millions, thousands, and ones. This makes numbers easier to read.

Example: 28,472 is read, twenty-eight thousand, four hundred seventy-two.

Help your child read the following numbers emphasizing that when you come to a comma, you say "thousand."

97,226	56,703
36,106	80,009
43,016	24,791
63,201	15,107
100,020	53,090

Writing numbers is done in the same way. The word "thousand" means to put in a comma.

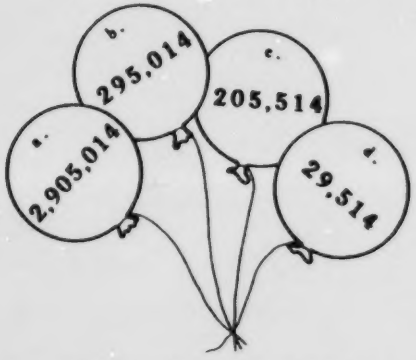
Example: Twenty-seven thousand, one hundred thirty-three is written,
27,133

Help your child write the following numbers:

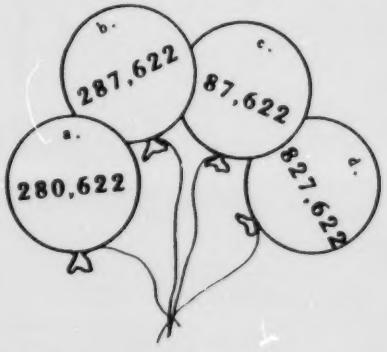
a. forty-six thousand, two hundred sixty-four
b. eleven thousand, six hundred seventy-two
c. eighty-seven thousand, four hundred six
d. seventy-five thousand, eighteen

Have your child choose the correct number in the balloon for each number word given above.

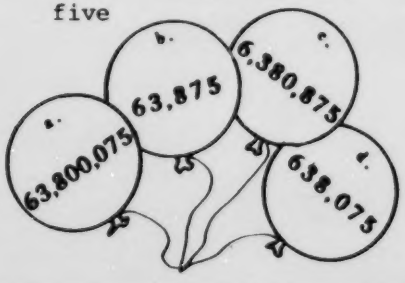
1. twenty-nine thousand, five hundred fourteen



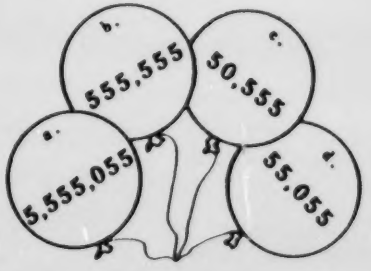
2. eighty-seven thousand, six hundred twenty-two



3. sixty-three thousand, eight hundred seventy-five



4. fifty-five thousand, fifty-five



DIRECTIONS: What is the number for twenty-six thousand, one hundred fifty-two?

A. 26,100,052
B. 26,152
C. 2,600,152
D. 2,652

Reads and Writes Numbers

through one hundred thousand

This page is to be used to provide practice for your child. Have him write the numeral on the line below the number word.

1. Write the correct numeral for each number.

(a) Seventy-five thousand, two hundred thirty-six

_____

(b) Forty-eight thousand, nine hundred seventy-two

_____

(c) Sixty-one thousand, ninety-five

_____

(d) Eighteen thousand, fourteen

_____

(e) Ninety-eight thousand, four hundred fifty-one

_____

(f) Thirty-nine thousand, four hundred seventy-two

_____

(g) Fifty-six thousand, one hundred eight

_____

(h) Six thousand, fifteen

_____

(i) Twenty-seven thousand, one hundred eleven

_____

2. Have your child write the correct number words for each numeral.

(a) 27,800 = _____

_____

_____

(b) 86,132 = _____

_____

_____

(c) 94,325 = _____

_____

_____

(d) 5,012 = _____

_____

_____

(e) 18,298 = _____

_____

_____

(f) 29,017 = _____

_____

_____

Missing Numbers

through one hundred thousand

Explain to your child that the first thing you do is decide what pattern has been established in the list of numbers.

Example:

+3 +3 +3 +3

3, 6, 9, 12, 15

+4 +4 +4 +4

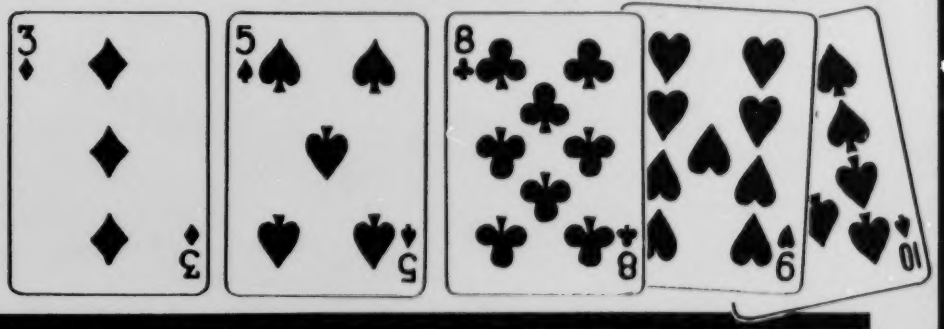
11, 15, 19, 23, 27

−2 −2 −2 −2

10, 8, 6, 4, 2

When you decide what pattern has been used, you add or subtract that amount to get the next number in the sequence.

All you need is a deck of cards! Remove the face cards and use the aces as ones. Have your child shuffle the cards and deal out about five cards, face up on the table. Ask your child to put the card that shows the smallest number on his left and the card that shows the largest amount number on his right. Then ask him to place the other three cards between these two in proper sequence.



Complete each number pattern.

1. 55, 60, 65, ____, ____.
2. 30, 25, 20, ____, ____.
3. 63, 53, 43, ____, ____.
4. 12, 14, 16, ____, ____.
5. 121, 131, 141, _____, _____.
6. 5500, 5600, 5700, _____, _____.
7. 10,000; 20,000; 30,000; _____.
8. 68,000; 64,000; 60,000; _____.
9. 9,500; 9,550; 9,600; _____.
10. 4,650; 4,655; _____; 4,665.
11. 36,600; 37,600; 38,600; _____.

DIRECTIONS: Which number is missing?

1. _____; 7,550; 7,555; 7,560

   A. 7,545
   B. 7,549
   C. 7,561
   D. 7,570

2. 25,500; 30,500; _____; 40,500

   A. 31,500
   B. 35,000
   C. 35,500
   D. 45,500

Missing Numbers

through one hundred thousand

Help your child to supply missing numbers in sequence!

Place the following numbers on 3X5 index cards or pieces of paper.

1.	7,460	7,440	7,470	7,450
2.	26,131	26,135	26,137	26,133
3.	76,400	77,000	76,100	76,700
4.	97,650	97,750	97,700	97,800
5.	15,000	18,000	24,000	21,000
6.	90,000	70,000	100,000	80,000
7.	99,800	99,700	99,900	100,000
8.	8,000	9,000	11,000	10,000
9.	65,540	65,555	65,550	65,545
10.	87,150	87,450	87,300	87,600

Have your child put each group of cards in order by sequence.

Example:

95,540	95,545	95,550	95,555

I. Complete each number pattern.

a. 54,500; 54,550; 54,600; _____.

b. 35,400; 35,300; _____; 35,100.

c. 16,880; _____; 16,900; 16,910.

d. _____; 10,200; 10,400; 10,600.

II. DIRECTIONS: Which number is missing?

1. 3,250 3,300 3,350 _____

A. 3,375
B. 3,400
C. 3,450
D. 4,000

2. 10,050 10,100 _____ 10,200

A. 10,150
B. 10,250
C. 10,101
D. 10,110

3. 27,200 27,300 _____ 27,500

A. 27,300
B. 27,350
C. 27,400
D. 27,600

Addition - Regrouping

two three-, four-,
or five-digit numbers

Have your child add the following problems in order to get the answer to the riddle.

1. $\begin{array}{r} 246 \\ +328 \\ \hline \end{array}$

2. $\begin{array}{r} 549 \\ +238 \\ \hline \end{array}$

3. $\begin{array}{r} 7375 \\ +1354 \\ \hline \end{array}$

4. $\begin{array}{r} 34{,}802 \\ +21{,}955 \\ \hline \end{array}$

5. 625 + 357 = ☐

6. 768 + 217 = ☐

7. 3487 + 3262 = ☐

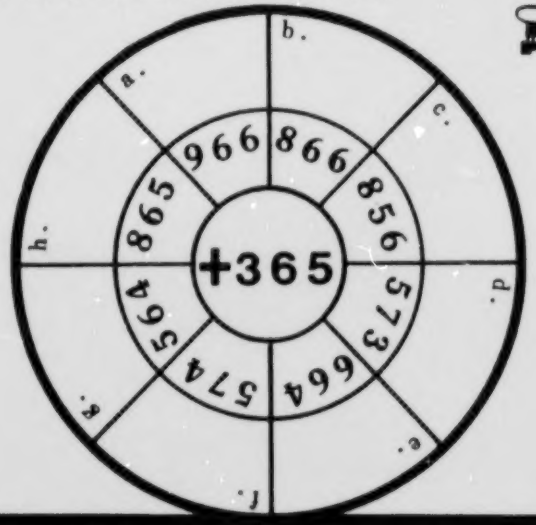
Use the following code to match the correct answers of the problems above to their correct letter. Unscramble the selected letters to solve the riddle.

a = 573	j = 6,759	s = 788
b = 785	k = 55,757	t = 8,629
c = 56,757	l = 971	u = 46,856
d = 851	m = 981	v = 972
e = 6,749	n = 985	w = 8,619
f = 982	o = 8,628	x = 6,738
g = 686	p = 664	y = 8,729
h = 574	q = 958	z = 975
i = 564	r = 787	

Riddle: When does an Irish potato change its nationality?

Answer: When it becomes a f r _ _ _ _ _ _ _ _.

Have your child add the number in the center circle to each of the numbers around the circle. Fill in the outside circle with the correct answers.



DIRECTIONS: Add

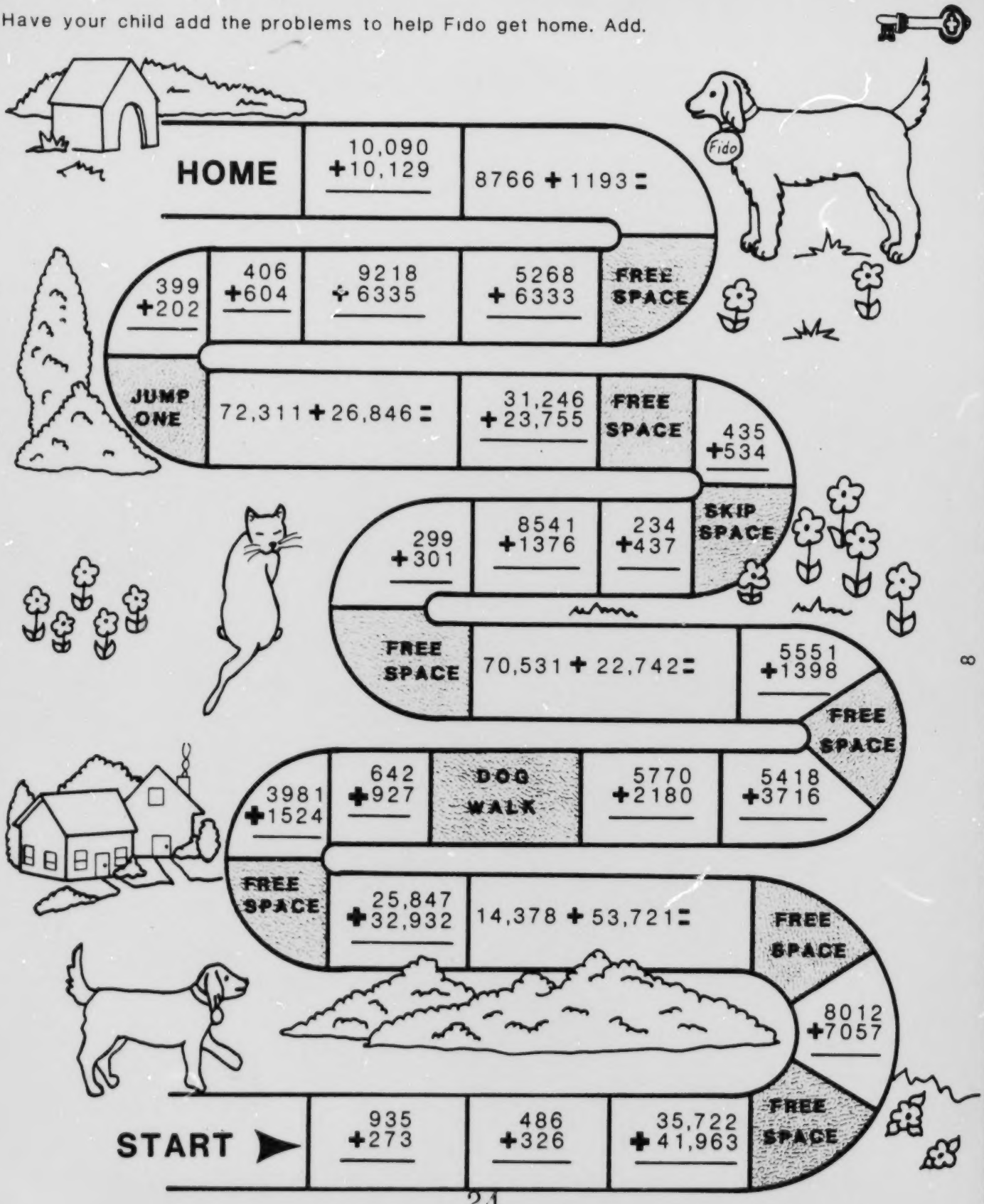
1. $\begin{array}{r} 539 \\ +327 \\ \hline \end{array}$

A. 856
B. 865
C. 866
D. 966

2. 236 + 648 = ☐

A. 785
B. 794
C. 884
D. 894

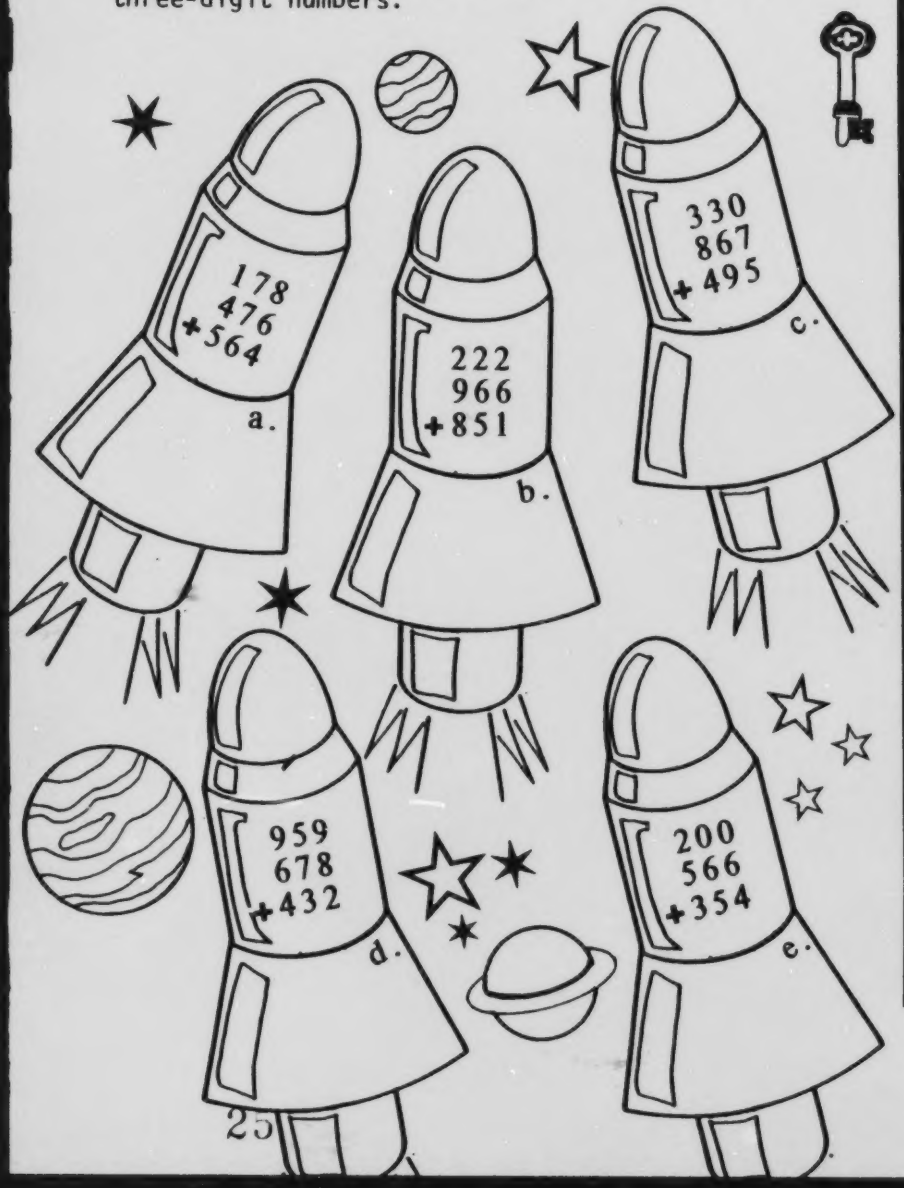
Have your child add the problems to help Fido get home. Add.



Addition - Regrouping

three three-digit numbers

Help your child develop "rocket power" by adding three-digit numbers.



Help your child "pass" with flying colors.

a. 581 + 276 =

b. 570 + 372 =

c. 174 + 252 =

d. 328 + 591 =

DIRECTIONS: Add

$$\begin{array}{r} 472 \\ 396 \\ +\ 126 \\ \hline \end{array}$$

A. 894

B. 984

C. 994

D. 1094

Help your child add three digit numbers. Color the spaces with three-digit answers red. Color the spaces with two- or four-digit answers blue.

868 987 + 786	561 207 + 889	43 32 +18	110 +211	612 +304	21 16 +50	825 492 + 716	981 626 + 816
259 870 + 618	618 +592 219 +106	472 396 + 103		586 122 + 200		743 +629 672 + 201	575 269 + 634
692 +629 100 + 200	708 102 + 110	300 250 +161	21 16 +11	30 40 +19	501 100 +256	600 152 + 206	819 +692 400 + 200
21 +62 115 659 +218	232 143 + 246	568 187 +186		125 208 + 156		413 163 + 308	318 229 +365 79 +19
612 169 + 218	148 516 + 292	100 575 + 269		209 444 + 316		128 479 + 387	219 489 + 129
289 367 +299	263 + 468 + 102 =			580 117 + 211		418 409 + 102	120 210 + 365
429 218 +227	592 210 + 109	302 319 + 296		321 + 392 + 211 =			619 138 + 149

10

Subtraction - Regrouping Ones

one-, two-, or three-digit number
from a three-digit number

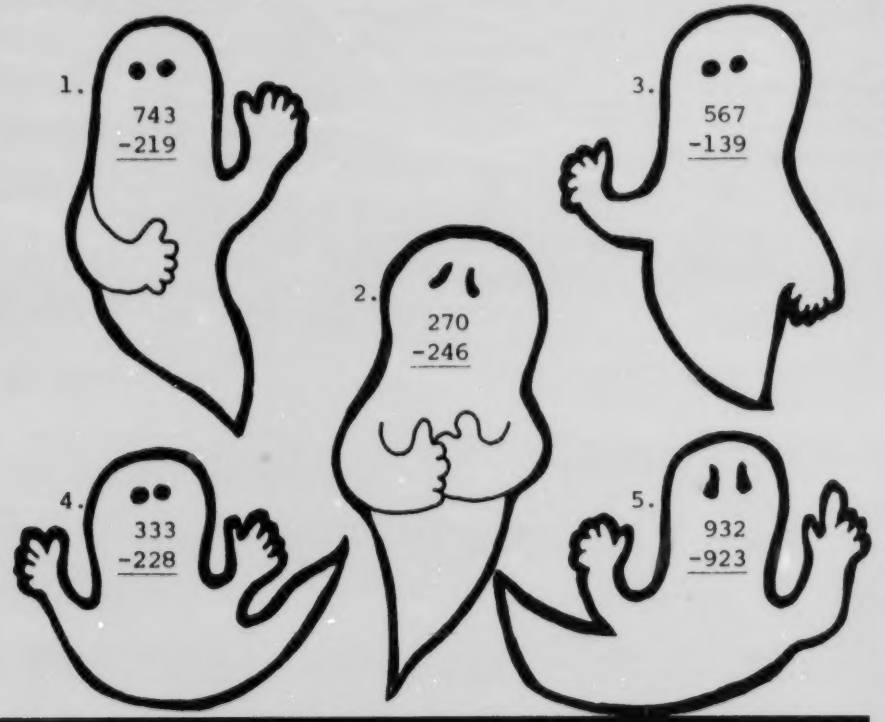
Using small cards, have your child make up two decks of 12 cards. The first 12 cards will show these numerals: 4, 5, 6, 7, 8, 9, 4, 5, 6, 7, 8, 9. The second deck of 12 cards will show these numerals: 280, 281, 282, 283, 284, 285, 370, 371, 372, 373, 374, 375.

Let your child shuffle each deck and place them face down in front of two players (your child and you, or your child and a friend). Then the two players begin to play this game as they would "Slap Jack" except that they are not looking for matched pairs. Instead, each player will turn over one card, subtract the smaller number from the larger number, call out the answer, and slap the card in front of him. (Paper and pencil may be needed for the subtraction.)

The player that gives the right answer first and slaps the card, gets to pick up the two cards. Then two more cards are turned face up and play continues in the same manner. The player with the most cards wins the game.

= 279

Your child can be a "ghostbuster" by completing these problems.



DIRECTIONS: Subtract.

1. 682
   -457

A. 225
B. 235
C. 215
D. 335

2. 234 - 7 = ☐

A. 217
B. 208
C. 218
D. 227

Have your child subtract the number in the center circle from the numbers around the circle. Fill in the outside circle with the correct answers.

A.

B.

12

Subtraction - Regrouping

one-, two-, or three-digit number
from a three-digit number

Have your child fill in the table below with the correct answers. Subtract each numeral on the left from the numbers across the top.

-	875	764	959
498	377		
187			
483			
397			

Let your child find NBA (National Basketball Association) scores from the newspaper. Then she can list the scores of some of the teams and find the difference.

NBA Scoreboard

Celtics (113)
Pacers (102)

Washington (184)
Boston (113)

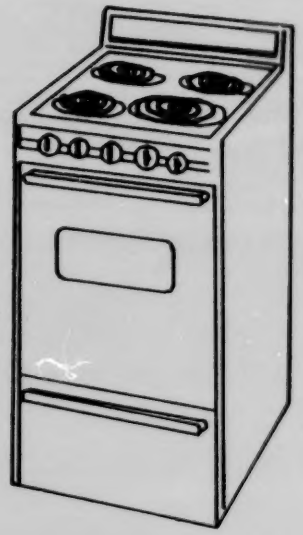
Chicago (89)
Indiana (142)

Los Angeles (106)
Cleveland (98)

Lakers (118)
Pistons (99)

work space

Let your child check the newspaper for ads and select sale items that show regular price as well as sale price. Then have your child to find the difference or amount saved.



NO LOWER PRICE

KRAFT 21-inch Space saving Ranges are small enough to fit in tight spaces yet large enough to handle all your cooking needs.

WAS $486

NOW $399

Example:

$486 Regular Price
- 399 Sale Price

$ 87 Savings

DIRECTIONS: Subtract.

303 - 18 = ☐

A. 291
B. 285
C. 205
D. 275

944
- 756

A. 188
B. 288
C. 187
D. 287

Subtract. Match the answer with the code below to answer the riddle.

325 − 9	203 − 97	495 − 78	462 − 74
316 T			

382 − 8	728 − 86	180 − 26	164 − 58	371 − 55

861 − 70	907 − 89	698 − 88	454 − 9	429 − 65

874 − 56	981 − 7

WHY SHOULDN'T DUCKS FLY UPSIDE DOWN?

610	445	417	154	106	642	364	374	974	791	316	818	388
A	C	E	G	H	I	K	M	P	Q	T	U	Y

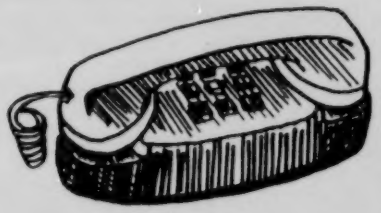
Subtraction - Regrouping

one-, two-,or three-digit number
from a four-digit number

Have your child subtract the first three digits of the given telephone numbers from the last four digits.

Example: 272 - 1523

$$\begin{array}{r} 1523 \\ -\ 272 \\ \hline \square \end{array}$$



(Other phone numbers.)

1. 724 - 6287 = _____
2. 332 - 3914 = _____
3. 394 - 4106 = _____
4. 774 - 2711 = _____
5. 738 - 2031 = _____
6. ____ - ____ = _____
7. ____ - ____ = _____
8. ____ - ____ = _____
9. ____ - ____ = _____
10. ____ - ____ = _____

Ask your child to make a set of number cards from 1-9. (The ace through the nine of a deck of playing cards can be used.) Then have him deal four cards face up. He writes the four numbers on a piece of paper.

To get a number to subtract from the four-digit number, he can write the last three numbers in reverse order.

7	2	6	3

$$\begin{array}{r} 7263 \\ -\ 362 \\ \hline 6901 \end{array}$$

Your child may enjoy using these dates to practice subtraction.

Subtract the last two digits from the years below from 1985.

a. Columbus discovered America in 1492.
1985 - _____ = ☐

b. George Washington was born in 1732.
1985 - _____ = ☐

c. Abraham Lincoln was born in 1809.
1985 - _____ = ☐

d. The year you were born.
1985 - _____ = ☐

e. The year your mother was born.
1985 - _____ = ☐

f. The year your father was born.
1985 - _____ = ☐

DIRECTIONS: Subtract.

1. $\begin{array}{r} 3164 \\ -575 \\ \hline \end{array}$

A. 2599
B. 2581
C. 2589
D. 2591

2. 4113 - 14 = ☐

A. 3099
B. 4009
C. 3009
D. 4099

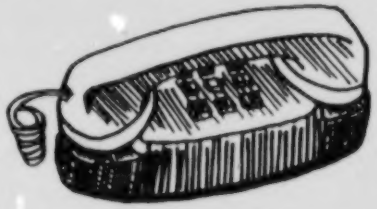
Subtraction - Regrouping

one-, two-,or three-digit number
from a four-digit number

Have your child subtract the first three digits of the given telephone numbers from the last four digits.

Example: 272 - 1523

$$\begin{array}{r} 1523 \\ -\ 272 \\ \hline \square \end{array}$$



(Other phone numbers.)

1. 724 - 6287 = _____
2. 332 - 3914 = _____
3. 394 - 4106 = _____
4. 774 - 2711 = _____
5. 738 - 2031 = _____
6. ____ - ____ = _____
7. ____ - ____ = _____
8. ____ - ____ = _____
9. ____ - ____ = _____
10. ____ - ____ = _____

Ask your child to make a set of number cards from 1-9. (The ace through the nine of a deck of playing cards can be used.) Then have him deal four cards face up. He writes the four numbers on a piece of paper.

To get a number to subtract from the four-digit number, he can write the last three numbers in reverse order.

7	2	6	3

$$\begin{array}{r} 7263 \\ -\ 362 \\ \hline 6901 \end{array}$$

Your child may enjoy using these dates to practice subtraction.

Subtract the last two digits from the years below from 1985.

a. Columbus discovered America in 1492.

1985 - _____ = ☐

b. George Washington was born in 1732.

1985 - _____ = ☐

c. Abraham Lincoln was born in 1809.

1985 - _____ = ☐

d. The year you were born.

1985 - _____ = ☐

e. The year your mother was born.

1985 - _____ = ☐

f. The year your father was born.

1985 - _____ = ☐

DIRECTIONS: Subtract.

1. $\begin{array}{r} 3164 \\ -575 \\ \hline \end{array}$

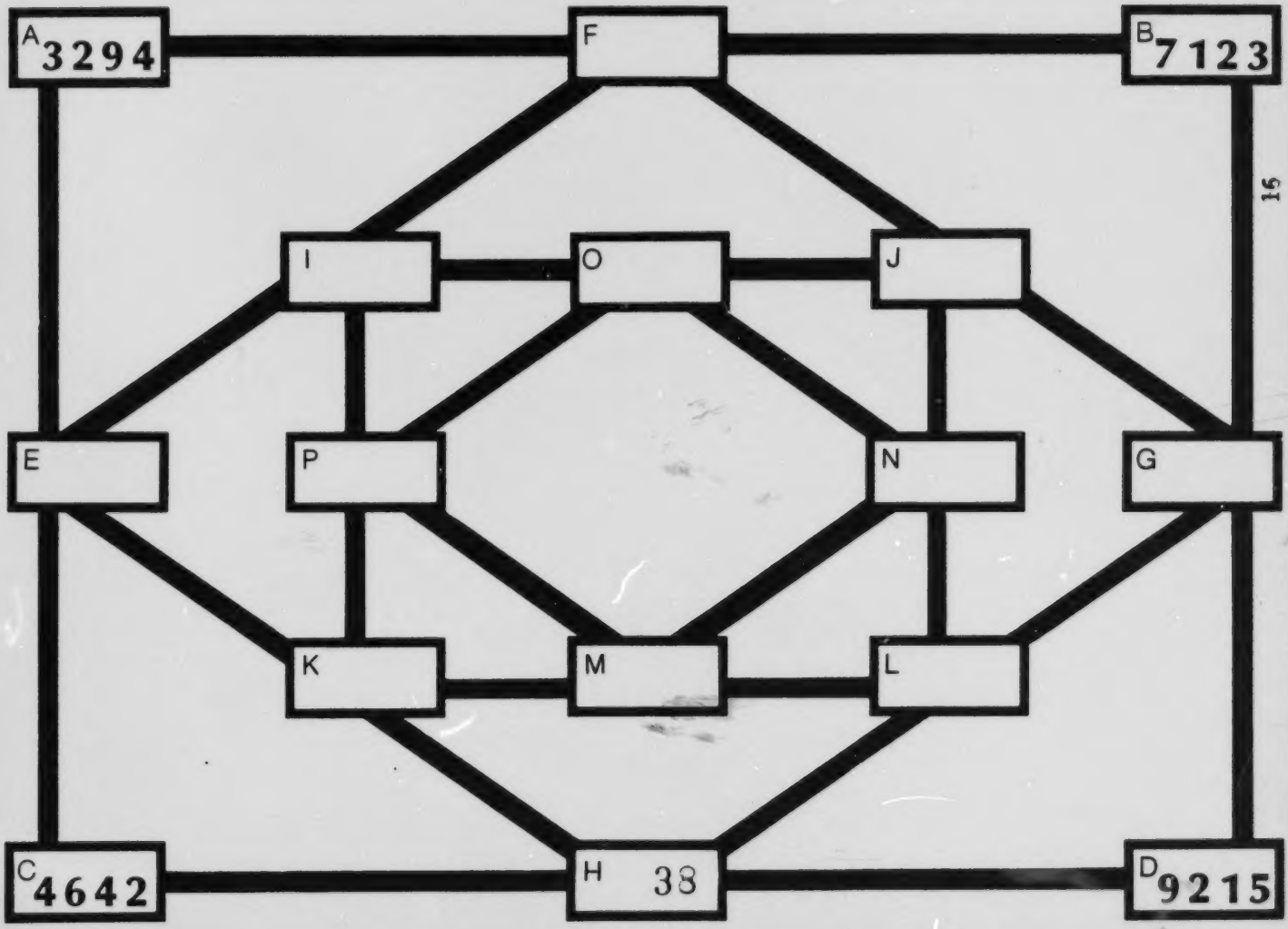
A. 2599
B. 2581
C. 2589
D. 2591

2. 4113 - 14 = ☐

A. 3099
B. 4009
C. 3009
D. 4099

Follow the directions below to find a surprise at the end.

Subtract A from B; place answer in F
Subtract A from C; place answer in E
Subtract B from D; place answer in G
Subtract C from D; place answer in H
Subtract E from F; place answer in I
Subtract E from H; place answer in K
Subtract G from H; place answer in L
Subtract G from I; place answer in J
Subtract J from I; place answer in O
Subtract I from K; place answer in P
Subtract L from K; place answer in M
Subtract J from L; place answer in N



Multiplication

two-digit number by
a one-digit number

Let your child write each product in the box below that has the same letter as the exercise.

a. 3 X 60	b. 5 X 24	c. 2 X 18
d. 9 X 8	e. 4 X 12	f. 5 X 12
g. 6 X 32	h. 9 X 12	i. 2 X 84
j. 3 X 44	k. 4 X 6	l. 4 X 21
m. 3 X 4	n. 2 X 48	o. 2 X 78
p. 3 X 48		

Then let her find the sum of each row, column, and diagonal in the square. All the sums should be the same to make a magic square.

a.	b.	c.	d.
e.	f.	g.	h.
i.	j.	k.	l.
m.	n.	o.	p.

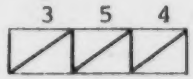
SUM: _____

Find an ad from a local store. Using information from the ad, make up short problems for your child to answer.

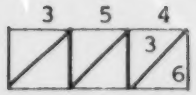
Example: If one box of nails cost $1.79, how much do 8 boxes of nails cost? _____

Tell your child that there is another way of finding products called lattice multiplication. Here is how it works.

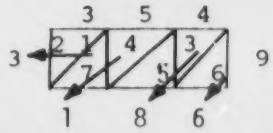
354
X 9



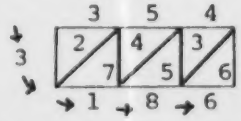
(Set up the lattice)



(Fill in the spaces using multiplication facts)



(Add the numbers in each diagonal)



(Read the product)

DIRECTIONS: Multiply.

1. 25 X 7 = ☐

A. 145
B. 155
C. 165
D. 175

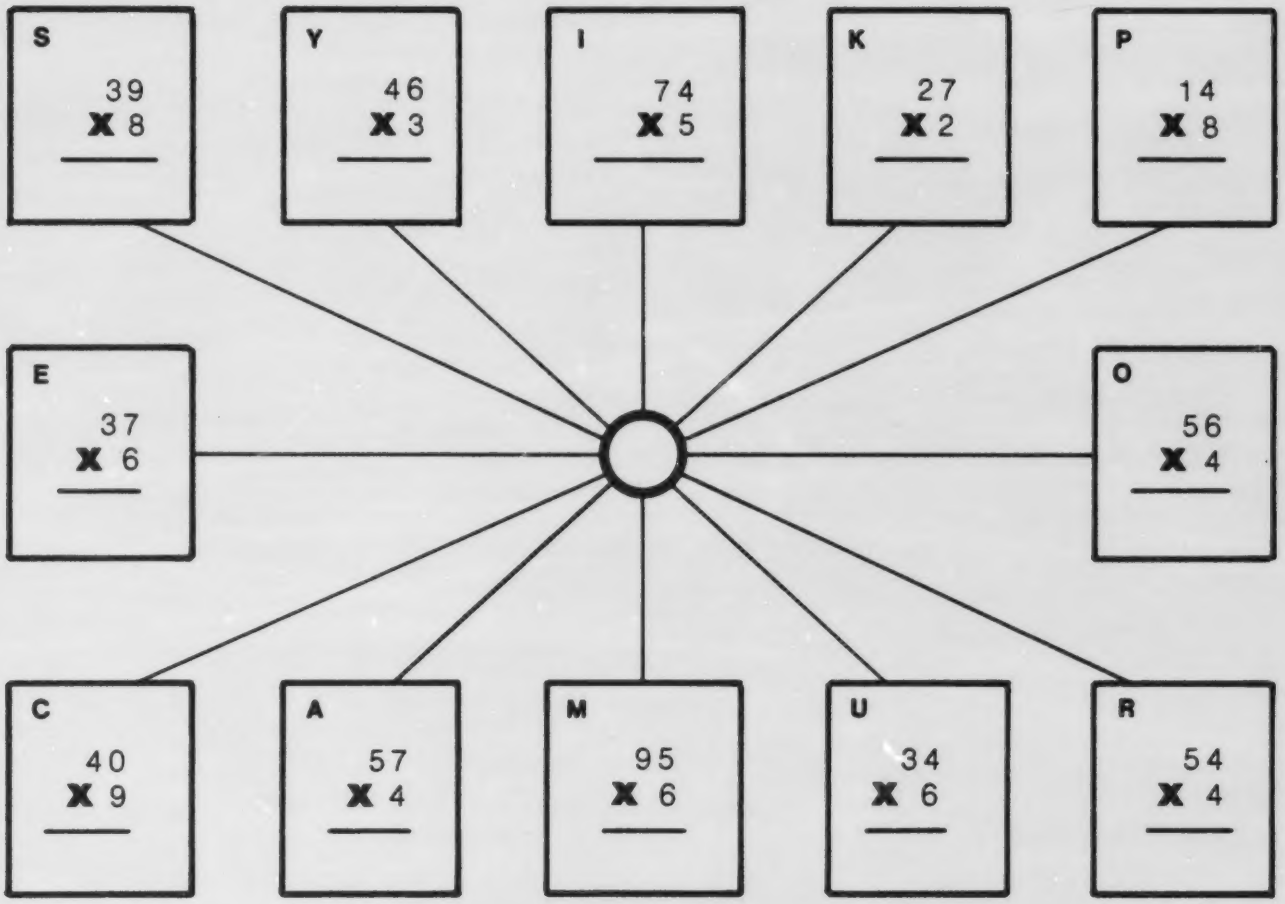
2. 64
X 6

A. 144
B. 364
C. 384
D. 394

On a separate sheet of paper work the multiplication problems. Then write the answer below each problem.

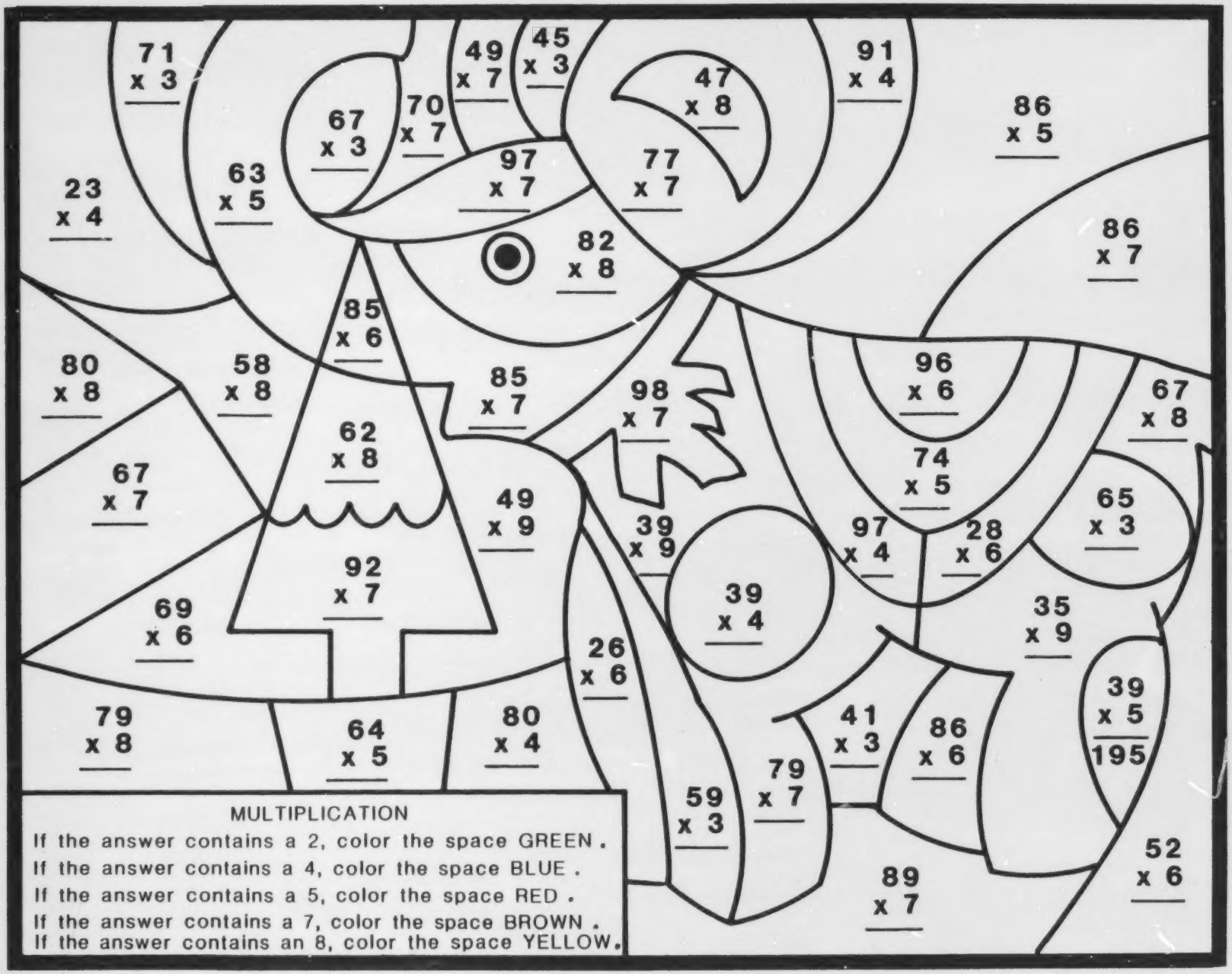
Look for each answer below and write the letter of the problem above it.

W H A T	D I D	T H E	E G G	S A Y	T O	T H E	F U N N Y	C O O K ?



18

			,						
312	370	216		138	224	204			
360	216	228	360	54		570	222	204	112

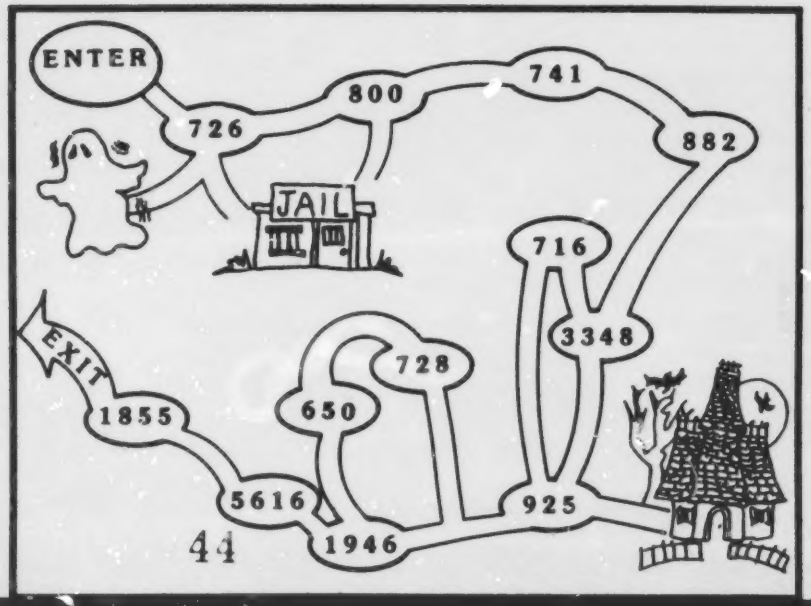

71 x 3
67 x 3
70 x 7
49 x 7
45 x 3
47 x 8
91 x 4
86 x 5
23 x 4
63 x 5
97 x 7
77 x 7
82 x 8
86 x 7
85 x 6
80 x 8
58 x 8
85 x 7
98 x 7
96 x 6
67 x 8
62 x 8
74 x 5
67 x 7
49 x 9
39 x 9
97 x 4
28 x 6
65 x 3
92 x 7
39 x 4
35 x 9
69 x 6
26 x 6
39 x 5
195
79 x 8
64 x 5
80 x 4
41 x 3
86 x 6
59 x 3
79 x 7
52 x 6
89 x 7
MULTIPLICATION
If the answer contains a 2, color the space GREEN.
If the answer contains a 4, color the space BLUE.
If the answer contains a 5, color the space RED.
If the answer contains a 7, color the space BROWN.
If the answer contains an 8, color the space YELLOW.

Multiplication

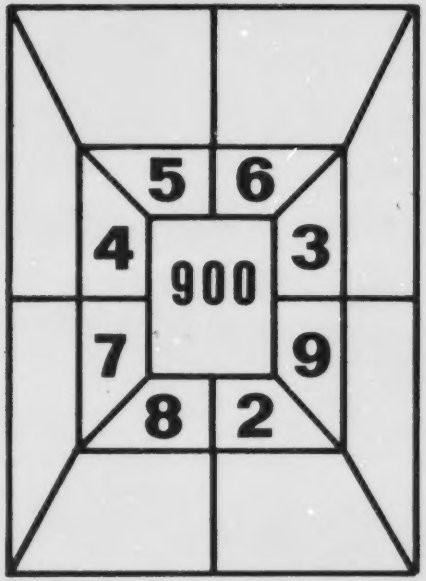
three-digit number by
a one-digit number

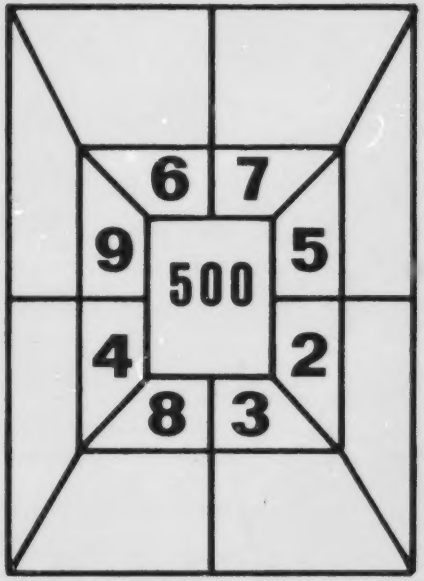
Your child will enjoy finding her way through the maze. First, ask your child to multiply to solve the problems. Then she follows the answers, in the order given, through the ghost town to the exit. Tell your child to touch each answer only once.

1.	242 X 3	2.	200 X 4	3.	247 X 3	4.	147 X 6
5.	372 X 9	6.	179 X 4	7.	185 X 5	8.	104 X 7
9.	325 X 2	10.	278 X 7	11.	702 X 8	12.	265 X 7



Let your child multiply the number in the center by each number.





DIRECTIONS: Multiply.

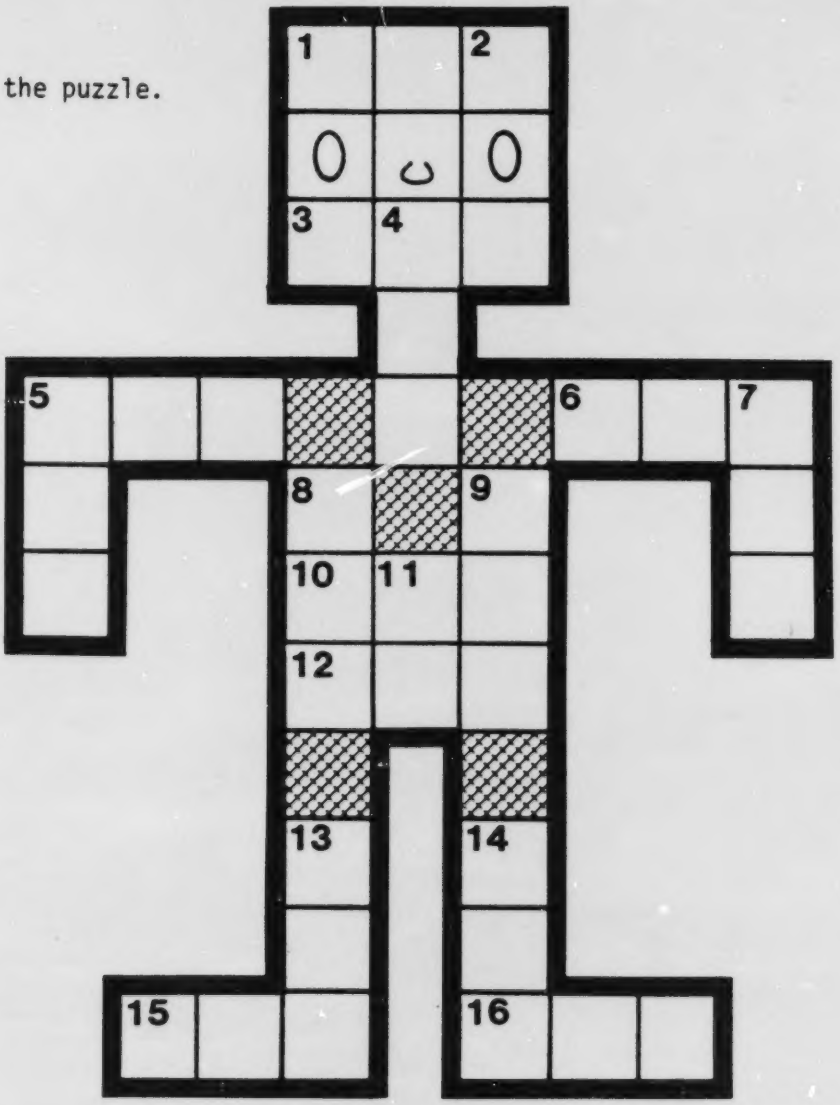
1. 401 X 9 = ☐

A. 3209
B. 3609
C. 399
D. 36

2. 736 X 5

A. 3680
B. 3685
C. 3575
D. 3550

Complete the puzzle.



21

ACROSS

1. **214** x **2** = ____
3. **167** x **5** = ____
5. **106** x **6** = ____
6. **241** x **4** = ____
10. **140** x **2** = ____
12. **329** x **2** = ____
15. **232** x **4** = ____
16. **122** x **8** = ____

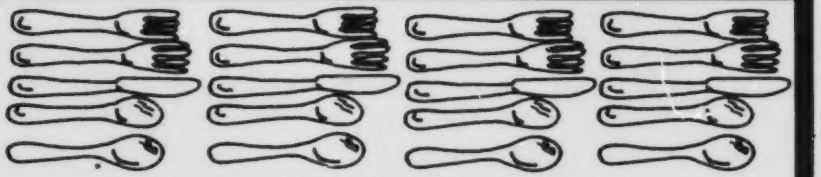
DOWN

1. **102** x **4** = ____
2. **161** x **5** = ____
4. **118** x **3** = ____
5. **337** x **2** = ____
7. **146** x **3** = ____
8. **121** x **6** = ____
9. **101** x **8** = ____
11. **17** x **5** = ____
13. **124** x **7** = ____
14. **101** x **9** = ____

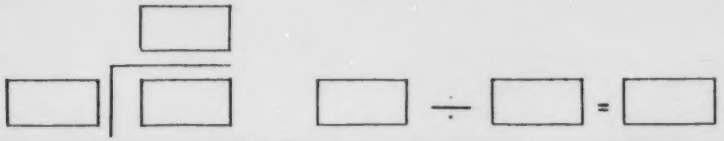
Division - No Remainder

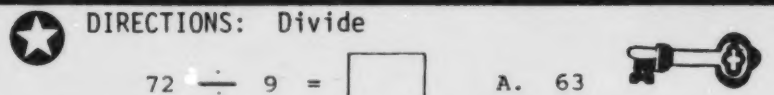
two-digit number by
a one-digit number

Have your child select items in the home, such as 18 bottle caps. Have her divide these caps equally among three members of the household. Each member of the household will have an equal number of caps. How many bottle caps will each person have?



Have your child count 30 forks, knives, and spoons. Then have him divide these items equally into five groups and tell you how many items are in each group? Now, let him write the two division problems in the blanks below.





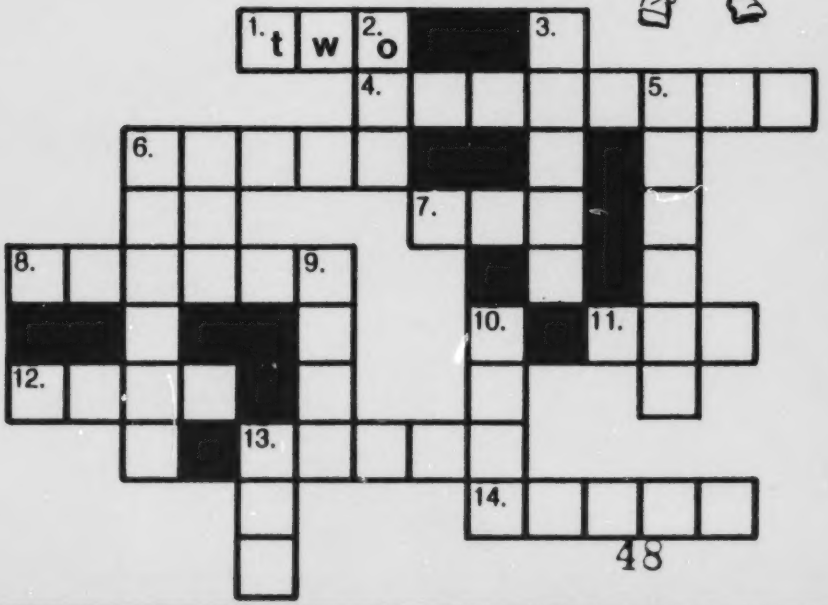
DIRECTIONS: Divide

72 ÷ 9 = ☐

A. 63
B. 12
C. 8
D. 7

Have your child divide to solve the following problems. Let her write her answers on the blanks and then write the number words in the puzzles.

ACROSS	DOWN
1. 12 ÷ 6 = 2	2. 7 ÷ 7 = ____
4. 19 ÷ 1 = ____	3. 6 ⟌ 42 = ____
6. 18 ÷ 6 = ____	5. 66 ÷ 6 = ____
7. 6 ÷ 6 = ____	6. 48 ÷ 4 = ____
8. 8 ⟌ 88 = ____	9. 63 ÷ 7 = ____
11. 50 ÷ 5 = ____	10. 6 ⟌ 54 = ____
12. 9 ⟌ 45 = ____	13. 36 ÷ 6 = ____
13. 49 ÷ 7 = ____	
14. 32 ÷ 4 = ____	



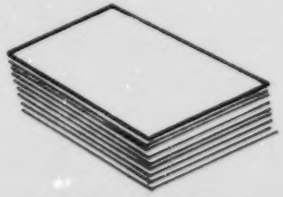
Division - No Remainder

two-digit number by
a one-digit number

Using the table of division facts in the back of this book, have your child write the dividends on index cards. (Remind him that a dividend is the number being divided.)

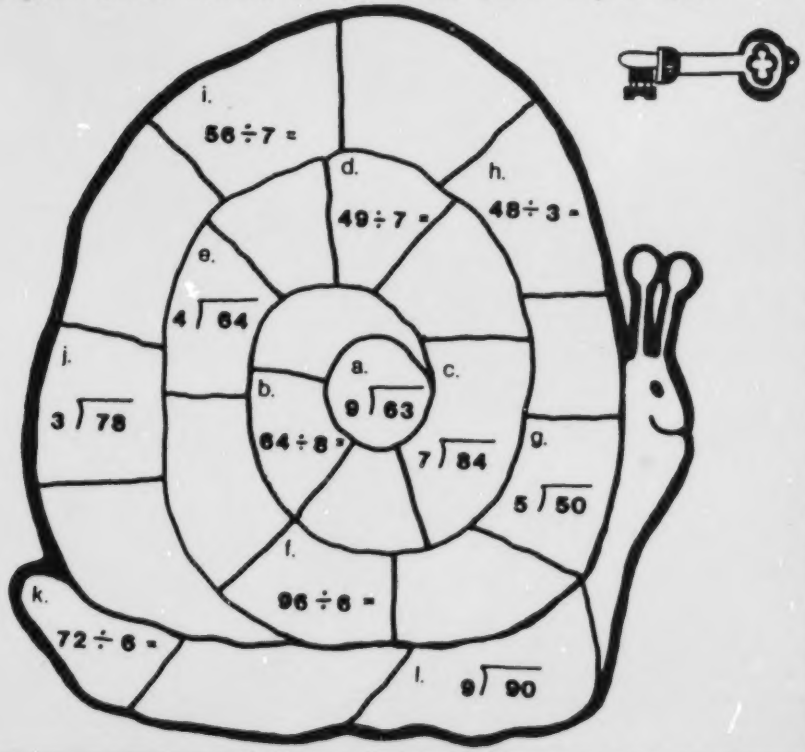
Shuffle the cards and place them face down in the middle of a table. Let your child draw a card and tell you all the even division facts for the dividend on the card. For most dividends there will be two facts (for example, 45 ÷ 9 = 5 and 45 ÷ 5 = 9 for the dividend 45); for a few dividends there will be only one fact (for example, 81 ÷ 9 = 9 for 81); and, for others, there will be four facts (for example, 18 ÷ 2 = 9, 18 ÷ 9 = 2, 18 ÷ 6 = 3, and 18 ÷ 3 = 6 for the dividend 18). He continues drawing cards and giving facts until he makes a mistake, at which point another player takes over. The winner is the one with the most cards after the pile is gone.

Note: It would also be good to have your child write the facts for each dividend card.



Tell your child you are thinking of a division fact which has a certain dividend, say 24. Let her try to guess what the fact might be. When she guesses the fact, let her become the leader and ask you, or another child, to guess.

Let your child divide to solve the snail's problems.



Help your child practice his division facts. Tell him that he should only respond if the fact is prefaced with "Simon Says." Otherwise, he does not give the answer. For example, you would say, "Simon says 42 divided by 7." Your child responds, "6." If you say, "42 divided by 7," your child should not respond.

Division - With Remainder

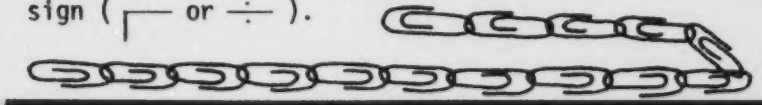
one- or two-digit number
by a one-digit number

Give your child 10 beans. Have him place three beans in each group. Let him tell you how many groups he has and how many are left over. Help him write the following number sentences for this problem.

$$3\overline{)\,10}\quad\begin{array}{r}3\\ 9\\ \hline 1\end{array}$$

$10 \div 3 = 3$ R. 1

Have your child count 17 paper clips and divide them into groups of five. Let her tell you how many groups she formed and how many are left remaining. Ask her to write a number sentence for this problem, using either division sign (⟌ or ÷).



Give your child 22 pennies (22¢). Have him divide these pennies into groups of four. Ask him to write a number sentence using both division signs.

Place 12 pencils in a container. Ask your child to put the pencils into groups of five. Then let her write a number sentence for this problem.

Let your child practice dividing to find the answers to these problems.

A.

$3\overline{)17}$ $\quad 34 \div 4 =$ $\quad 4\overline{)13}$ $\quad 5\overline{)9}$

B.

$2\overline{)7}$ $\quad 7\overline{)52}$ $\quad 6\overline{)41}$ $\quad 8\overline{)50}$

C.

$8\overline{)66}$ $\quad 28 \div 3 =$ $\quad 2\overline{)15}$ $\quad 6\overline{)26}$

Help your child find the missing digits. Note that in exercise 1 there are two bits of information that can help him get started: (a) What number subtracted from 7 will get 3?; and (b) What number could we subtract 6 from to get 2?

1.

$$\begin{array}{r} \square\,\square \\ \square\overline{)\,7\;\square} \\ \square \\ \hline 3\;\square \\ \square\;6 \\ \hline 2 \end{array}$$

2.

$$\begin{array}{r} 1\;\square \\ \square\overline{)\,\square\;7} \\ \square \\ \hline 3\;\square \\ \square\;5 \\ \hline \square \end{array}$$

DIRECTIONS: Divide.

1. $9\overline{)33}$

A. 4 R. 2
B. 4
C. 3 R. 6
D. 3

2. $8 \div 3 = \square$

A. 5
B. 4 R. 1
C. 3
D. 2 R. 2

CLIMB THE MOUNTAIN

1. Cut out the division squares.
2. Put them in a box or cup.
3. Each player puts a game marker on START.
4. Take turns drawing a division square and dividing.
5. Move the number of spaces in the remainder.
6. First climber to the top colors the flag.

Division Squares

$3\overline{)7}$	$2\overline{)9}$
$4\overline{)7}$	$5\overline{)6}$
$4\overline{)30}$	$5\overline{)28}$
$3\overline{)13}$	$2\overline{)19}$
$5\overline{)24}$	$4\overline{)20}$
$4\overline{)14}$	$5\overline{)31}$
$3\overline{)46}$	$4\overline{)78}$
$2\overline{)85}$	$4\overline{)67}$
$3\overline{)48}$	$5\overline{)53}$
$5\overline{)74}$	$2\overline{)41}$

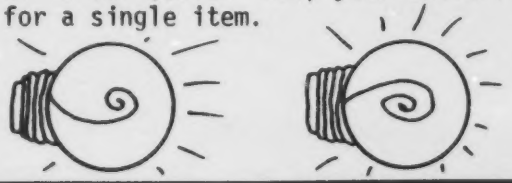
25

Division - No Remainder

three- or four-digit number
by a one-digit number

Have your child count out 116 Mardi Gras beads or kernels of popcorn. Then have her place these items in groups of four. She can tell you how many groups she formed and write the number sentence for the activity.

Find several items with your child around the house that are bought in multiples -- for example, light bulbs: 2 for $3.18. Help your child find the price for a single item.



Let your child decide which is the best buy: six pairs of socks for $13.74 or eight pairs of socks for $18.00?

Your child could keep track of his favorite professional basketball team's final scores for five games. Then he can total the scores and divide to find the team's average score.

Let your child play this game with a friend. They may use beans or buttons for markers. The players take turns working the problems. When the answer (quotient) is in the box, the player places a marker on that problem. The first one to get a marker on four quotients wins the game.

1030	1017	4874	176	903
648	1211	1949	501	
73	245	924	634	1267	823

A. $4\overline{)7796}$ B. $2\overline{)1268}$ C. $3\overline{)735}$ D. $6\overline{)438}$

E. $4\overline{)3696}$ F. $6\overline{)7266}$ G. $2\overline{)9748}$ H. $5\overline{)5365}$

I. $3\overline{)2469}$ J. $4\overline{)3328}$ K. $2\overline{)352}$ L. $7\overline{)6321}$

M. $5\overline{)6765}$ N. $8\overline{)8240}$ O. $9\overline{)5832}$ P. $8\overline{)4008}$

DIRECTIONS: Divide.

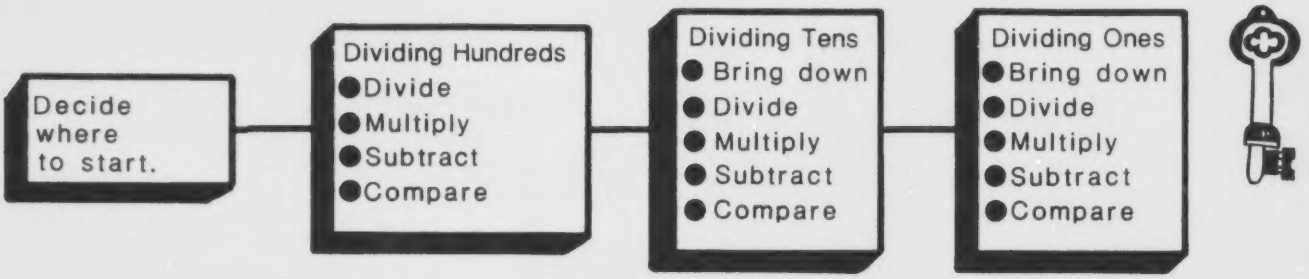
1. $6\overline{)1308}$

A. 182
B. 208
C. 212
D. 218

2. $324 \div 3 = \square$

A. 18
B. 105 R. 1
C. 108
D. 321

The model problem below reviews the division steps for you.



$4\overline{)2580}$

$$\begin{array}{r} 6 \\ 4\overline{)2580} \\ \underline{24} \\ 1 \end{array}$$

$$\begin{array}{r} 64 \\ 4\overline{)2580} \\ \underline{24} \\ 18 \\ \underline{16} \\ 2 \end{array}$$

$$\begin{array}{r} 645 \\ 4\overline{)2580} \\ \underline{24} \\ 18 \\ \underline{16} \\ 20 \end{array}$$

What Can Go Through Water & Never Get Wet?

Work each problem to find the correct answer. In the spaces below write the answers in order from least to greatest. To find the answer to the riddle, write the letter of each problem under its correct answer.

27

T $6\overline{)4,848}$	**I** $4\overline{)732}$	**U** $3\overline{)207}$	**H** $8\overline{)6,456}$
N $9\overline{)675}$	**S** $9\overline{)531}$	**G** $3\overline{)561}$	**L** $6\overline{)522}$

Least to greatest _____ _____ _____ _____ _____ _____ _____ _____

Letters _____ _____ _____ _____ _____ _____ _____ _____

three- or four-digit number
by a one-digit number

Division - With Remainder

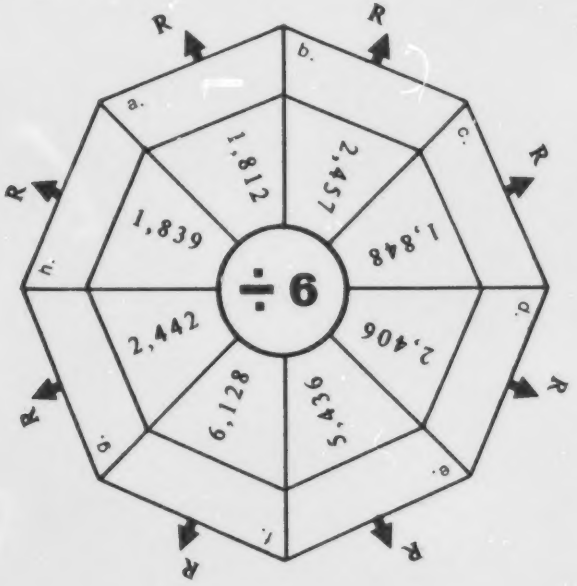
Parents you may use this game with your child.

- Use a button for the marker.
- Take turns tossing up the button.
- Work the problem on which the button lands.
- Use the remainder for your score.
- The first player to reach 10 wins.

A. $4009 \div 4$	B. $3\overline{)5108}$	Take off 4 points	C. $7\overline{)289}$
Take off 5 points	D. $8\overline{)6534}$	E. $5308 \div 5$	F. $6\overline{)3452}$
G. $7\overline{)536}$	Take 2 turns	H. $8\overline{)4329}$	I. $6\overline{)7256}$
J. $9\overline{)5727}$	Miss 1 Turn	K. $9\overline{)8345}$	Take 1 Turn
L. $3\overline{)4658}$	M. $8\overline{)2594}$	Take Off 2 points	N. $5\overline{)1038}$
Miss 1 Turn	O. $4\overline{)833}$	P. $6457 \div 5$	Miss 1 Turn

28

Let your child work these problems. She writes the answers (quotients) in the outer ring and shows each remainder by the R.



DIRECTIONS: Divide

1. $4\overline{)329}$

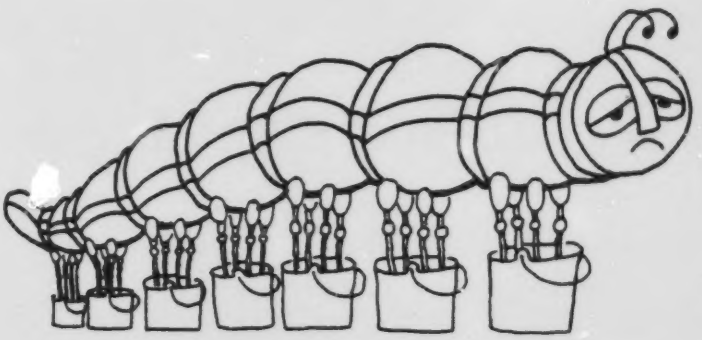
A. 12 R. 8
B. 28 R. 2
C. 37
D. 82 R. 1

2. $3591 \div 8 = \square$

A. 308 R. 7
B. 448 R. 7
C. 488 R. 7
D. 4487

What Is Worse Than A Centipede With Sore Feet ?

1. Work the problem.
2. Cut out the problems along the dashed lines. Arrange them in order from the least quotient to the greatest.
3. Check your answers.
4. Read the words in that order to answer the riddle.



A $9\overline{)377}$	COLD $8\overline{)7093}$	SORE $4\overline{)2169}$	NOSE $3\overline{)5839}$	OR $9\overline{)5185}$
ITS $5\overline{)8232}$	A $7\overline{)6093}$	GIRAFFE $8\overline{)351}$	WITH $6\overline{)4742}$	WITH $4\overline{)638}$
THROAT $7\overline{)3839}$	ELEPHANT $8\overline{)5567}$	A $2\overline{)741}$	IN $9\overline{)8914}$	AN $7\overline{)4293}$

Division

parts of a division problem

Divisor

72 ÷ 9 = 8

Dividend — Quotient

Divisor → 8 | 6 ← Quotient
49 ← Dividend
-48
1 ← Remainder

$$\begin{array}{r} 9 \\ 4\overline{)39} \\ -36 \\ \hline 3 \end{array}$$

$42 \div 7 = 6$

A. In the division problem above, 39 is the _____.

B. In the division problem above, 6 is the _____.

$8394 \div 7 = 1{,}199$ R. 1

C. In the division problem above, 7 is the _____.

DIRECTIONS: Choose the correct answer.

$36 \div 9 = 4$

1. In the division problem above, 9 is the _____.

A. Divisor
B. Product
C. Quotient
D. Dividend

$$\begin{array}{r} 6 \\ 8\overline{)51} \\ -48 \\ \hline 3 \end{array}$$

2. In the division problem above, 3 is the _____.

A. Divisor
B. Dividend
C. Quotient
D. Remainder

Division

parts of a division problem

In each problem below name the part that is circled.

1. (485) ÷ 5 = 97 _____

2. 90 ÷ 9 = (10) _____

3.
$$8\overline{)467}\quad (58)$$
40
67
64
3
_____

4.
$$7\overline{)4362}\quad 623$$
42
16
14
22
21
(1)
_____

5.
$$(6)\overline{)7236}\quad 1206$$
6
12
12
3
0
36
36
_____

6. 8 ÷ (3) = 2 R 2 _____

Write the word on the blank that matches the definition.

Divisor	Quotient
Dividend	Product
Remainder	Multiplicand

1. _____ What is left over in a division problem's answer.

2. _____ Answer of a division problem.

3. _____ The number being divided.

4. _____ The number you divide by in a division problem.

Fractions - No Regrouping

adds or subtracts fractions
with like denominators

Have your child use the rectangle below and some type of marker (a bean, a coin, a button). To solve the problem 2/7 + 1/7 = _____, first move your marker to the rectangle labeled 2/7. Then move your marker forward one square (1/7). What rectangle are you on? (3/7) Record the answer in the space after the problem. To solve the problem 4/7 - 2/7 = _____, first move your marker to the rectangle labeled 4/7. Then count backward two spaces (2/7). What rectangle are you on? (2/7) Record the answer in the space after the problem. Continue with the following:

5/7 + 1/7 = _____ 2/7 + 3/7 = _____

6/7 - 2/7 = _____ 5/7 - 3/7 = _____

1/7	2/7	3/7	4/7	5/7	6/7

A. Add.

1. $\frac{1}{5} + \frac{3}{5} =$ _____

2. $\frac{4}{8} + \frac{1}{8} =$ _____

3. $\frac{2}{4} + \frac{1}{4}$

4. $\frac{3}{6} + \frac{2}{6}$

B. Subtract.

1. $\frac{5}{8} - \frac{2}{8} =$ _____

2. $\frac{9}{10} - \frac{2}{10} =$ _____

3. $\frac{5}{6} - \frac{4}{6}$

4. $\frac{4}{5} - \frac{2}{5}$

DIRECTIONS:

1. Add: $\frac{3}{7} + \frac{3}{7}$

A. 6/7
B. 6/14
C. 0/7
D. 5/7

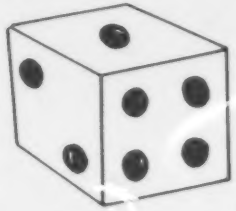
2. Subtract: $\frac{6}{9} - \frac{2}{9}$

A. 8/9
B. 5/9
C. 12/9
D. 4/9

Fractions - No Regrouping

adds or subtracts fractions
with like denominators

Have your child use the chart below and a die. Think of whatever you roll on the die as thirteenths. EXAMPLE: You roll a 5. Think of it as 5/13. Move your marker to the rectangle 5/13. Now roll the die again. This is the number of thirteenths you will add to 5/13. EXAMPLE: Your roll a 6. Move your marker forward 6 spaces. What rectangle are you on? (11/13) Record what you did on a sheet of paper. 5/13 + 6/13 = 11/13. Next, roll the die again. This is the number you will subtract from the total of your first two rolls. EXAMPLE: You roll a 2. Move your marker back 2 spaces from 11/13. What rectangle are you on? (9/13) (Record what you did.) (11/13 - 2/13 = 9/13). Then repeat the activity three more times. NOTE: If you cannot subtract the number you rolled, roll again until you get a number you can subtract.

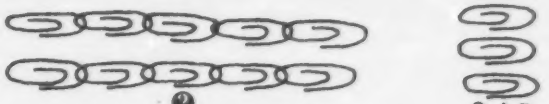


1/13	2/13	3/13	4/13	5/13	6/13	7/13	8/13	9/13	10/13	11/13	12/13

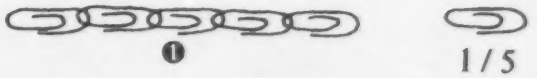
Fractions - No Regrouping or Renaming in Sum or Difference

adds or subtracts mixed numbers
with like denominators

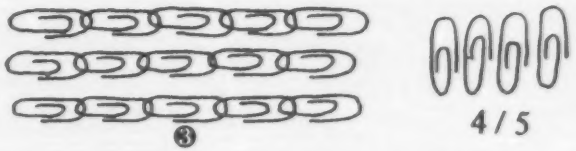
Ask your child to place 13 paper clips on a sheet of paper. Have your child hook the clips into groups of five (two groups of five and three loose clips). Let him record the mixed number.



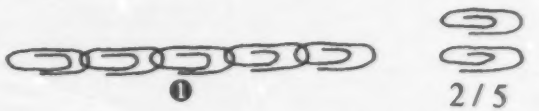
Next, give him six paper clips. Have him hook the clips into groups of five (one group of five and one loose clip). Let him record the mixed number.



Now, have him add first the number of loose clips, then the number of groups of five paper clips. (four loose clips and three groups of five) Let him record the answer.



Then, have him remove two groups of five and two loose clips from his answer. How many groups of five and loose clips are left? (one group of five and two loose clips) Let him record the answer.



Let your child practice addition and subtraction of these mixed fractions.

A. 3 2/7 +5 3/7	B. 6 4/9 +2 1/9	C. 2 1/4 +3 2/4	D. 34 6/10 +23 3/10
A. 9 5/8 -6 4/8	B. 16 7/11 -12 4/11	C. 6 5/9 -2 3/9	D. 19 9/11 -14 2/11

DIRECTIONS:

1. Add: 3 4/7 + 2 2/7 = _____

A. 5 6/14
B. 5 6/7
C. 5 8/7
D. 5 2/14

2. Subtract: 3 8/11 − 1 4/11

A. 3 4/11
B. 2 6/11
C. 4 12/11
D. 2 4/11

Fractions - No Regrouping or Renaming in Sum or Difference

adds or subtracts mixed numbers
with like denominators

DIRECTIONS: Add across and subtract down.

Sample Item:

+		
$3\frac{2}{7}$	$2\frac{3}{7}$	$5\frac{5}{7}$
$1\frac{1}{7}$	$1\frac{1}{7}$	$2\frac{2}{7}$
$2\frac{1}{7}$	$1\frac{2}{7}$	$3\frac{3}{7}$

❷

+		
$2\frac{5}{9}$	$2\frac{2}{9}$	
$1\frac{1}{9}$	$1\frac{1}{9}$	

❸

+		
$4\frac{11}{19}$	$3\frac{7}{19}$	
$2\frac{4}{19}$	$1\frac{5}{19}$	

❹

+		
$3\frac{19}{23}$	$3\frac{3}{23}$	
$1\frac{10}{23}$	$2\frac{1}{23}$	

❺

+		
$4\frac{7}{17}$	$2\frac{9}{17}$	
$2\frac{5}{17}$	$1\frac{3}{17}$	

D I G A L I T T L E A N D S O L V E T H E S E.

❻

+		
$3\frac{}{11}$	$3\frac{}{11}$	
$2\frac{}{11}$	$2\frac{}{11}$	

❼

+		
$4\frac{}{13}$	$2\frac{}{13}$	
$1\frac{}{13}$	$1\frac{}{13}$	

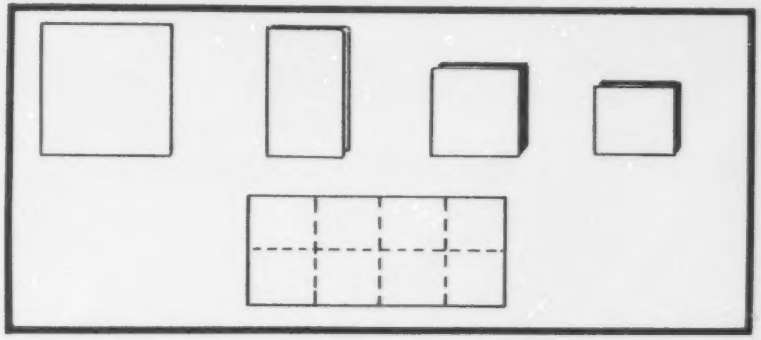
❽

+		
$4\frac{}{}$	$4\frac{}{}$	
$2\frac{}{}$	$3\frac{}{}$	

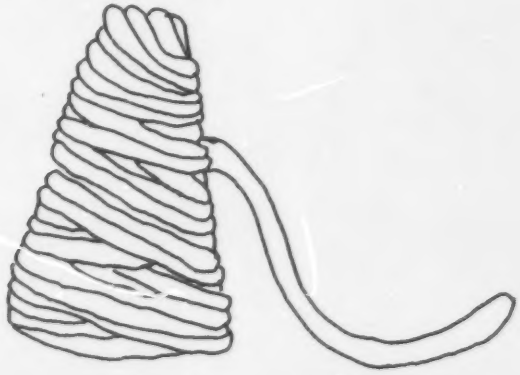
Fractions

one-eighth and one-tenth

Have your child fold a sheet of paper, paper towel, newspaper, or magazine page in half. Fold it in half again; then fold it in half one more time. Open your sheet. You should have eight sections. Label each section 1/8, then color in one of the eight sections.



Ask your child to use a ruler to measure and cut a ten-inch piece of yarn or string. Then cut the yarn into one-inch pieces. How many pieces do you have? (10) What is each piece called? (1/10, one-tenth)



Have your child draw and color a picture on a paper plate or paste a picture on the plate. (Your picture should be as large as the plate.) Fold, then cut the plate into eight pieces (fold it in half, fold it in half again, then fold it in half one more time.) On the back of each piece write 1/8. See how quickly you can reassemble your picture by turning over one piece at a time.

DIRECTIONS: Answer the questions.

1. Which figure has 1/8 shaded?

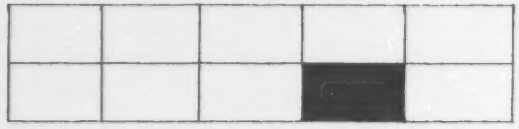
A.

B.

C.

D.

2. Which fraction tells what part of the figure is shaded?



A. 10/1

B. 1/10

C. 1/9

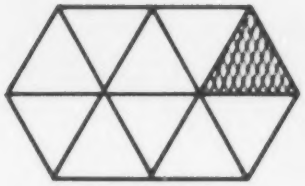
D. 9/10

Fractions

one-eighth and one-tenth

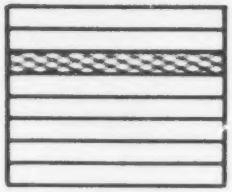
DIRECTIONS: Put an "X" under the shape that shows $\frac{1}{8}$.

Put a "✓" under the shape that shows $\frac{1}{10}$.



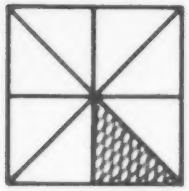
A. ____

D. ____



B. ____

E. ____

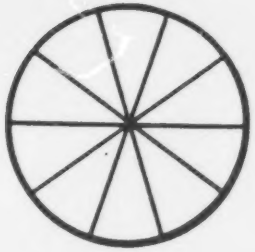


C. ____

F. ____

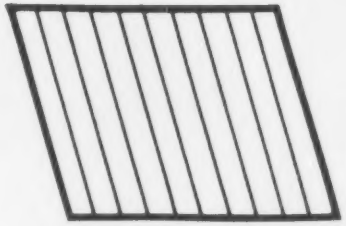
Shade in the correct fractional part.

A. $\frac{1}{8}$

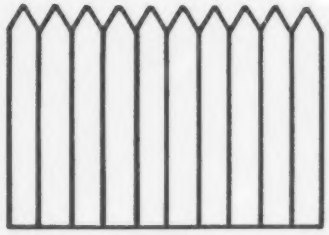


D. $\frac{1}{10}$

B. $\frac{1}{8}$



E. $\frac{1}{10}$



C. $\frac{1}{10}$

F. $\frac{1}{8}$

Decimals

adds and subtracts decimals
through hundredths

Your child may work the problems and write the answers in the triangle. If the answer to the problem in the triangle is less than 10, color the small triangle red. If the answer to the problem is greater than 10, color the triangle blue.

16.3 - 5.02

7.05+3.9

2.3+3.1+0.4

2.1+3.98

10.2 - 3.4

17.4 - 10.1

10.9+3.07

6.2+3.1+0.2

9.2+3.05+0.1

12.9 - 0.3

8.21+4.6

12.4 - 3.98

13.2 - 2.56

8.4 - 4.92

6.3+3.6

8.5+2.1+1.4

DIRECTIONS: Add.

1. 0.54 + 0.42 = ☐

A. 3.96

B. 2.96

C. 1.96

D. 0.96

DIRECTIONS: Subtract.

2. 8.4
   -2.28

A. 0.12

B. 4.22

C. 6.12

D. 10.12

DECIMAL COUNT OFF

1. Label the sides of the cube from the back of this book with 1, 1, 2, 2, 3, 3. You may use tape and cover any unneeded numbers already on your cube.

2. Place playing pieces on COUNT.

3. The first player throws the cube. Players must follow the lines to go from space to space. Players may go horizontally, vertically or in both directions at one turn.

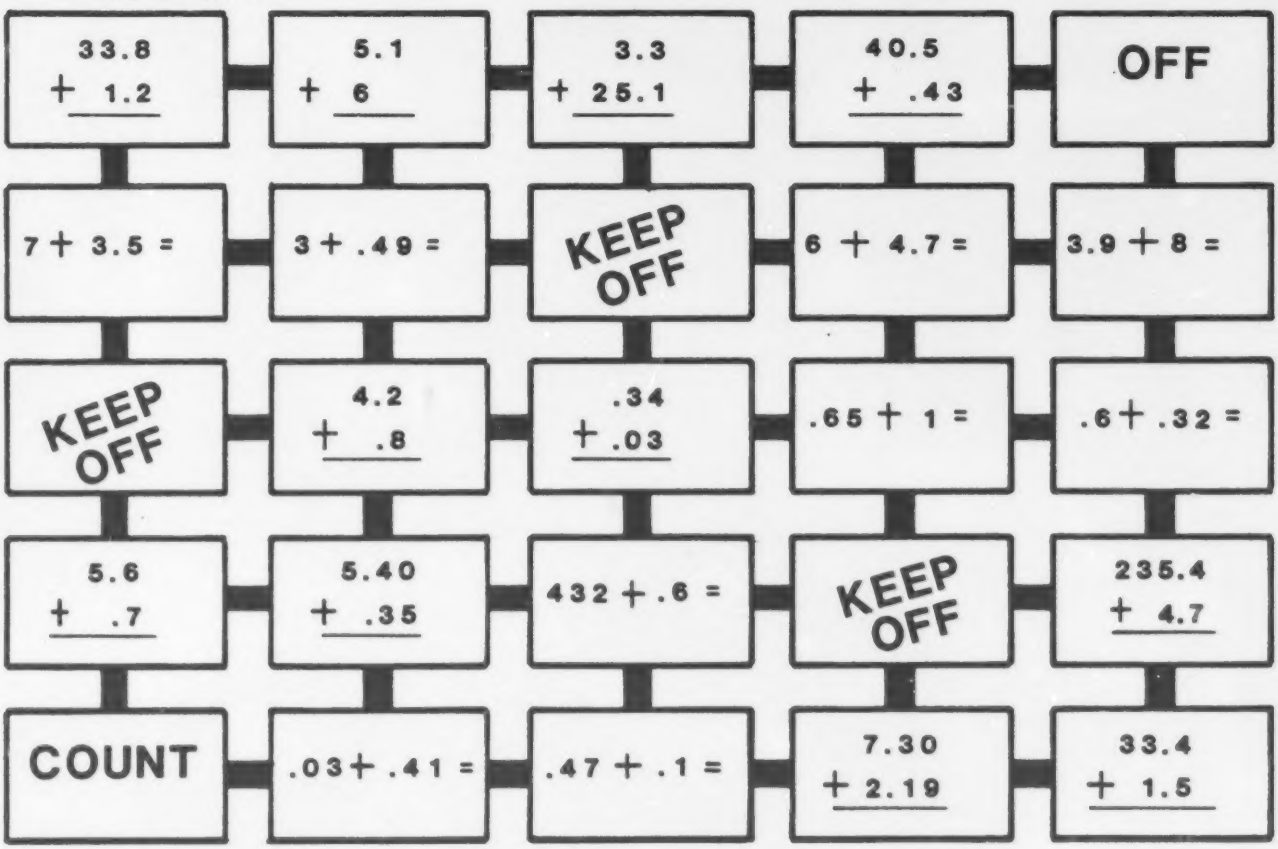
   Example: Throws a 3: moves 2 spaces horizontally and 1 space vertically.

4. Players may not land on or go through spaces marked KEEP OUT.

5. Players must give the answer for the problem in the spaces on which they land.

6. If a player fails to perform the task required, he moves back one space toward COUNT and performs the task required of that space. In no event does a player move back more than one space on a turn.

7. The first player to reach the space marked OFF by an exact throw of the cube is the winner.

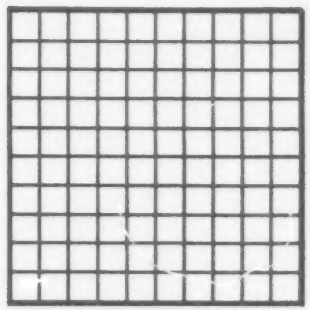


NOTE: You may wish to make another playing board just like this one, except with subtraction problems in the boxes. The game is played the same way.

Decimals

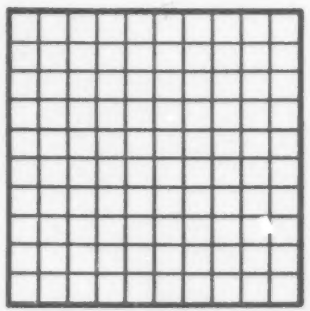
reads and writes decimals through hundredths

Ask your child to shade in 31 of the 100 tiny boxes in the chart below. Then write the decimal and number word the chart represents on the line below.



_____

Shade in 20 parts of the chart below and write the decimal and number word the chart represents on the line below.



_____

Write the word name for each decimal.

A. 2.68 _____

B. 4.09 _____

C. 0.6 _____

D. 6.3 _____

E. 57.24 _____

F. 42.1 _____

Write the decimal for each number name.

G. three and ninety-four hundredths _____

H. ten and twenty-five hundredths _____

I. one and two hundredths _____

J. thirteen and seven tenths _____

K. nine and nine hundredths _____

L. four and eighty hundredths _____

DIRECTIONS: Answer the questions.

1. Which decimal number is the same as the number word in the box?

Thirty-one and nine tenths

A. 31.910

B. 31.9

C. 31.09

D. 31.99

2. Which number word is the same as the decimal number in the box?

.24

A. twenty-four

B. two and four

C. twenty-four hundredths

D. twenty-four tenths

Decimals

reads and writes decimals
through hundredths

DECIMAL OLD MAID

Your child and his friends will enjoy playing "OLD MAID" by cutting out the 65 cards on this page and the next page.

Deal all cards. Players match as many decimal/fraction cards as they can. All pairs are laid down on the table. Remaining cards are held in the hand.

Play begins with one player drawing a card from the hand of the next player. If it matches a card in his hand, the pair is laid down on the table. If not, the card is placed in the hand and the second player draws a card from the next player. Game continues until all pairs are matched and one player is left holding the unmatched "OLD MAID" card. This person is considered the loser.

6.1	2.41	9.9
.92	.04	.09
.11	.10	.07
.9	.46	.89
.75	4.86	.55

.5	.25	.2	.4	.3
.8	.6	.4	.1	.2

81

82

five tenths	nine tenths	forty-six hundredths	eighty-nine hundredths	one and thirty-eight hundredths
eight tenths	seventy-five hundredths	four and eighty-six hundredths	fifty-five hundredths	eight and five tenths
twenty-five hundredths	two tenths	four tenths	three tenths	three and forty-one hundredths
six tenths	four tenths	one tenth	two tenths	five and twenty-five hundredths
six and one tenth	two and forty-one hundredths	nine and nine tenths	ten and three tenths	one and sixty-nine hundredths
ninety-two hundredths	four hundredths	nine hundredths	seven and seventy-seven hundredths	OLD MAID .OC
eleven hundredths	one tenth or ten hundredths	seven hundredths	8.5	5.25
10.3	7.77	1.38	3.41	1.69

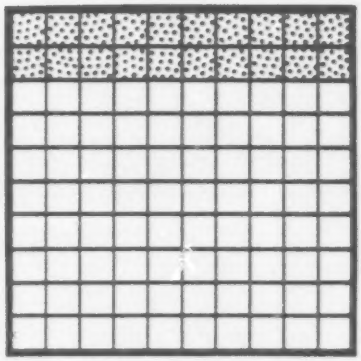
83

84

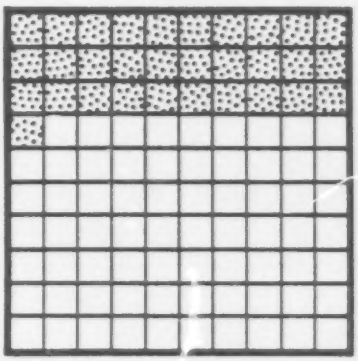
The following charts can be used to practice hundredths and their equivalent decimal numbers. By shading in parts and writing the decimal numbers, you can show and write equivalent decimals.

EXAMPLES:

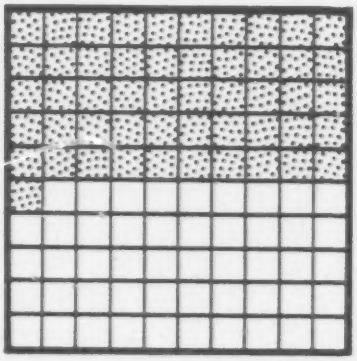
.2



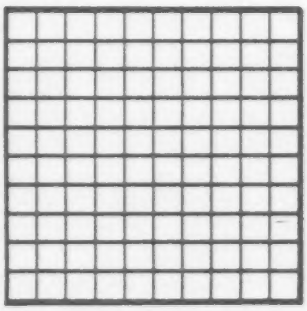
.31



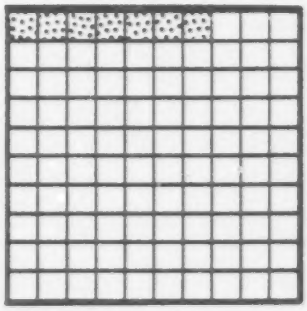
.51



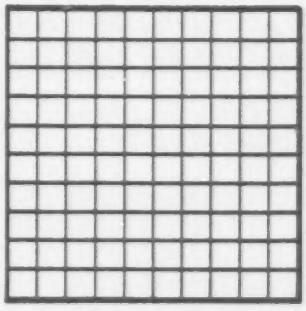
.65



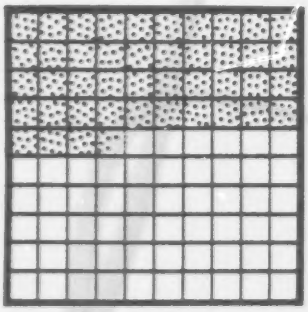
_____



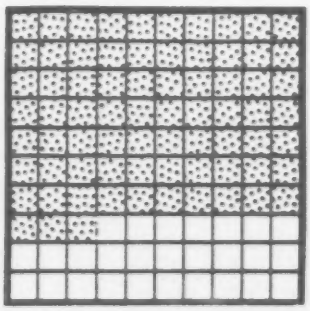
eighty-two hundredths



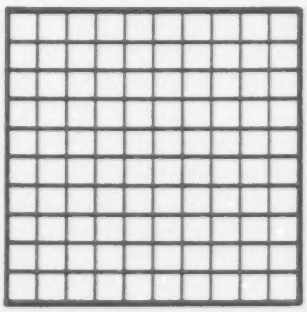
_____ 43



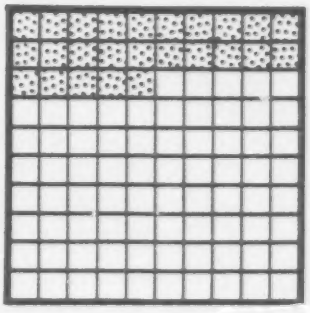
_____



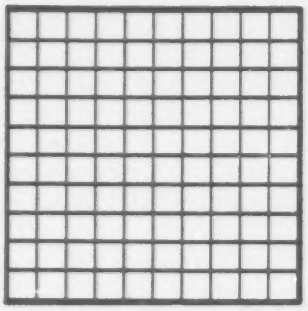
ninety-nine hundredths



_____



seventeen hundredths



Relations and Functions

numbers divisible by five

A number is divisible by five if the last digit of the number is either a five or a zero.

Give your child a handful of beans (at least 20-30). Ask her to divide them in groups of five. Ask the following questions: How many groups of five do you have? Are there any beans left over? How many beans are there in two groups? How many fives? How many beans are there in all? Were they equally divided into groups of five's? Is the total number of beans divisible by five?

Underline all the numbers that are divisible by five. Write the letters over the underlined numbers on the blank line below. You will be able to solve the riddle below.

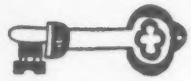
"When is a door not a door?"

B	L	A	N	W	C	D	O	H	T
183	17	36	99	235	7	43	8	50	13

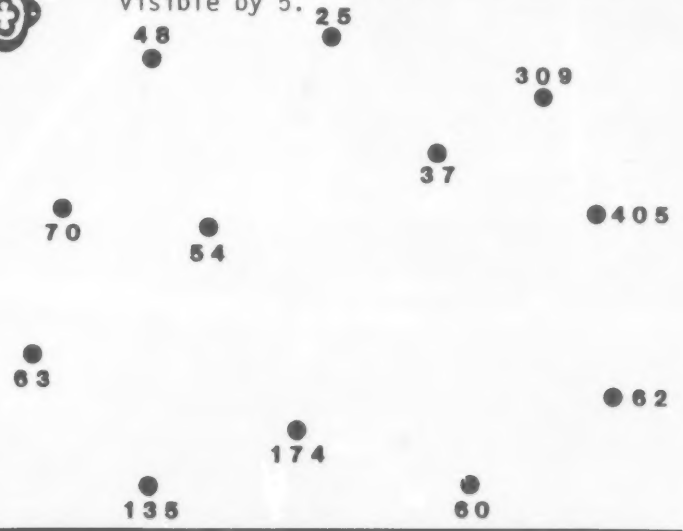
V	E	L	C	N	G	E	I	T	H
266	25	196	97	75	41	301	300	10	26

N	I	Z	X	S	P	Q	R	A	U
136	175	177	766	230	9	444	47	715	63

Y	J	B	L	A	F	Z	M	R	B
52	155	166	177	980	987	999	554	995	996



DIRECTIONS: Connect each dot that is divisible by 5 to the next nearest dot that is divisible by 5.



Let your child look at a complete yearly calendar (one where all 12 months are listed). Ask him what months have a total number of days that are divisible by five.

DIRECTIONS: Answer the following question:

1. Which number is evenly divisible by 5?

   A. 31

   B. 45

   C. 24

   D. 87

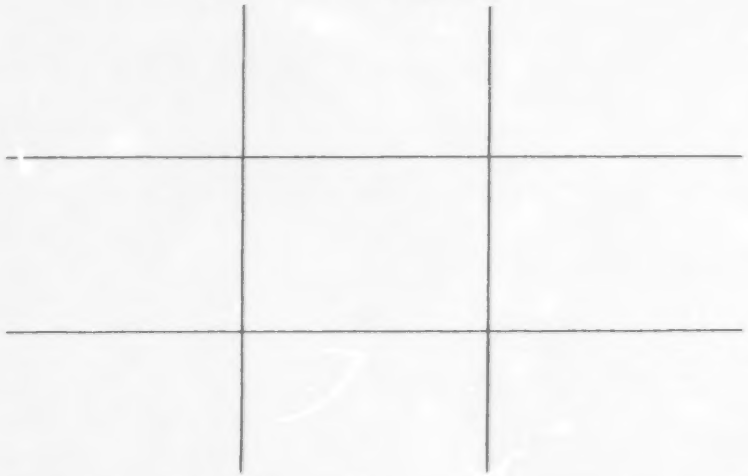
numbers divisible by five

Use the TIC-TAC-TOE gameboard on this page. Have your child cut out the 12 squares below. Turn the squares face down on a flat surface. Two players are needed, and the object of the game is to be the first player to complete a row, column, or diagonal whose sum is divisible by five. Each player selects five squares. The player with the highest number on her square places this square on any block on the gameboard. The next player places one of his squares on any of the remaining blocks on the boards. Play continues in this manner until a player puts down a square that completes a column, row, or diagonal whose total sum is divisible by five. That player wins the game. This game may be repeated.

(Cut out squares.)

10	11	12	13
4	5	6	7
8	14	9	15

TIC - TAC - TOE BOARD



DIRECTIONS: Underline the numbers that are divisible by 5.

A.	25	22	17	38	13	56
B.	91	57	12	99	71	35
C.	63	90	102	139	76	84
D.	197	124	179	165	113	106
E.	402	322	396	345	344	324
F.	539	276	570	523	671	777
G.	721	665	851	444	728	843

Time

nearest five-minute interval

Using the demonstration clock at the back of the book, explain to your child that the space between two numerals on a clock face stands for five minutes and that there are 60 minutes in one hour. Beginning at 12 have your child count by fives and point to the five minute positions on the clock face up to 60 minutes. Tell him there are two ways to read time--minutes before the hour or minutes after the hour. Digital clocks, official times for sporting events, and scientific experiments are always read in minutes after the hour. Give your child practice in reading the time both ways by naming a time, such as 15 minutes to 12. Have your child show the time on the demonstration clock, read the time as 45 minutes past 11, and write the time as 11:45.

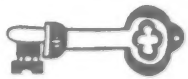
Using the demonstration clock, ask your child to pretend it is 5:00 and show you 5:00 on his clock. Ask: "What time will it be 25 minutes from now?" Have him to move the minute hand through 25 minutes to find the answer and write it as 5:25. Do the same with these questions.

1. Pretend it's 9:15. What time will it be in 15 minutes?
2. Pretend it's 6:45. What time will it be in 30 minutes?
3. Pretend it's 2:30. What time was it 10 minutes ago?
4. Pretend it's 11:00. What time was it a half-hour ago?
5. Pretend it's 3:30. What time was it 2 hours ago?

Your child may enjoy cutting out pictures of clocks and watches from magazines and catalogues and pasting them on a sheet of paper. Under each picture he should write the time in the three possible forms. (example: 15 minutes to 4, 45 minutes after 3, and 3:45)

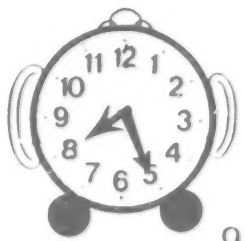
Use the demonstration clock for this activity. Make a set of cards naming times to the five-minute intervals, such as 1:00, 1:05, 1:10, 1:15, 1:20, 1:25, 1:30, 1:35, 1:40, 1:45, 1:50, 1:55. Ask your child to read the first card and form the time on his clock. The cards should be in order to show him how time follows, for example: 1:00, 1:15, 1:20, 1:25, and so on. After he has been through the cards, mix them up and let him show the times out of order. Then have him put the cards back in order. You may want to make a set for each hour.

DIRECTIONS:



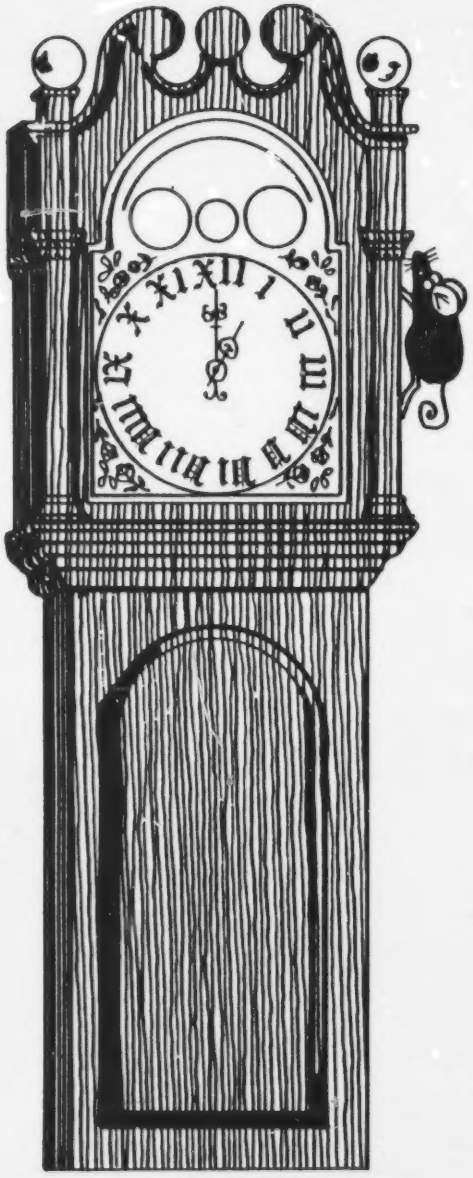
1. What time does the clock show?

A. 5:40
B. 8:25
C. 5:08
D. 8:05



Time

nearest five-minute interval



The mouse ran up the clock at 1:00.
She stayed on the clock for 20 minutes.

What time did the mouse run down?

1:20

Give the time.

1. Road Runner ran a mile in 5 minutes. He started running at 6:00. What time did he finish the mile?

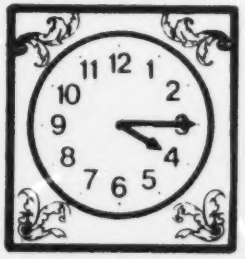
2. The ugly witch rode her broom for one hour. She left at 9:00. What time did she land?

3. Susan went to sleep at 7:45. She slept for 15 minutes. What time did she wake up?

4. It is 4:30. Mr. Slow-poke is arriving a half-hour late for the tea party. What time did the party start?

5. It is 8:00. The sun will set in 10 minutes. What time will it set?

Using the clock faces provided at the back of the book and index cards, make a deck of cards which has pairs of matching cards. One card of the pair shows a clock face and the other shows the matching time. Similar to the game "Concentration," spread the cards out, face down, on a table top. The object is to turn over matching cards. Each player in turn may turn over two cards for everyone to see. If they match, he keeps them and takes another turn. If they do not match, he returns them face down to the arrangement. Then the next player turns over two cards. To win the game, a player must have more pairs of cards than the others who are playing the game.



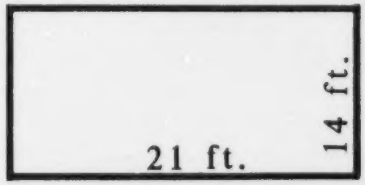
Have your child prepare 13 sets of four cards each. The first card in a set will show a clock face with a particular time shown by the hands. The second card will show the same time using the phrase "minutes to." The third card will use the phrase "minutes past." The fourth card in a set will use digital time. Five cards are dealt to each player at the start. The game proceeds in the same manner as "Go Fish." The player who accumulates the most sets of time cards wins the game.

Geometry

perimeter of square, rectangle and triangle

Ask your child to estimate how far she would have to walk if she walked along the walls of one of the rooms in your house. Then measure the length and width of the room and help your child compute the distance around the room. Explain that this distance is called the perimeter of the room.

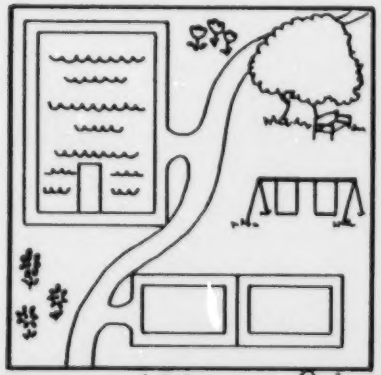
Example:



21
14
21
+14
70 ft.

Help your child locate objects found in your home which are in the shapes of triangles, squares, and rectangles. (Example: table, book, counter top, etc.) Have your child measure the lengths of the sides of each object and record the measurements for each one. Then, have your child add the recorded lengths to find the perimeter of each object.

Have your child study the picture below and then answer the question.



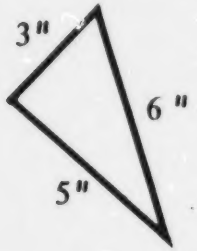
How far will the boy run if he runs all the way around the park?

_____ m

94

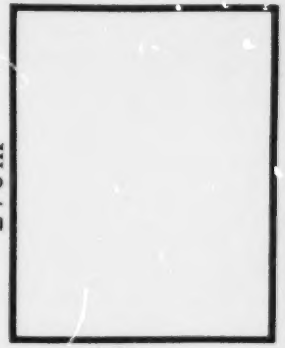
48

Have your child find the perimeter of the following figures and then circle the answer of the correct answer under each figure.



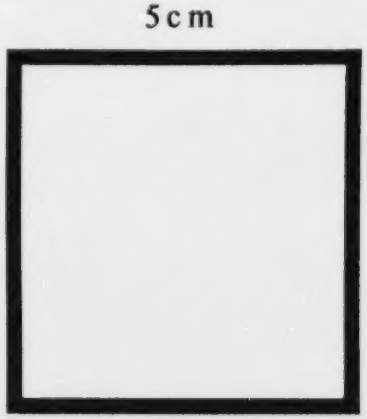
A. 11 in.
B. 14 in.
C. 18 in.
D. 30 in.

A. 28 ft.
B. 52 ft.
C. 56 ft.
D. 14 ft.



A. 45 cm.
B. 85 cm.
C. 27 cm.
D. 90 cm.

DIRECTIONS: Find the perimeter of the figure below.



A. 10 cm.
B. 25 cm.
C. 20 cm.
D. 5 cm.

95

Draw as many rectangles a possible with each perimeter given in the table. (Use only whole numbers for the lengths of the sides of the figures.) Then complete the table.

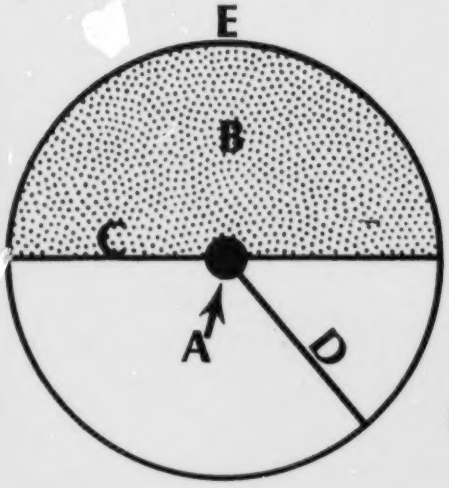
16 units

Perimeter of rectangle	Total number possible	How many of them are squares?	Length of the square's sides
16 units			
12 units			
8 units			
4 units			

Geometry - Parts of a Circle

center, radius, diameter,
circumference, and semi-circle

Using a string and pencil, draw a circle on a piece of poster board (or a sheet of paper). Put a dot at the center. Have your child glue strips of yarn (a different color for each labeled part would be effective) along the lines which form the circumference, radius, and diameter. An arrow cut from construction paper can be used to point to the center, and a semi-circle can be shaded in with a crayon. Then have your child label each part with the name of the part or with a letter of the alphabet. If letters are used, have your child make a list at the side or bottom which identifies each part.



A. center
B. semi-circle
C. diameter
D. radius
E. circumference

Help your child find some circular objects around the house (Example: plates, saucers, ashtrays, etc.) Let your child draw circles on paper using the circular objects. Draw in the center, diameter, and radius for each figure. Have your child label the parts.

Have your child label the center, radius, diameter, circumference, and semi-circle on the figure below.

DIRECTIONS:

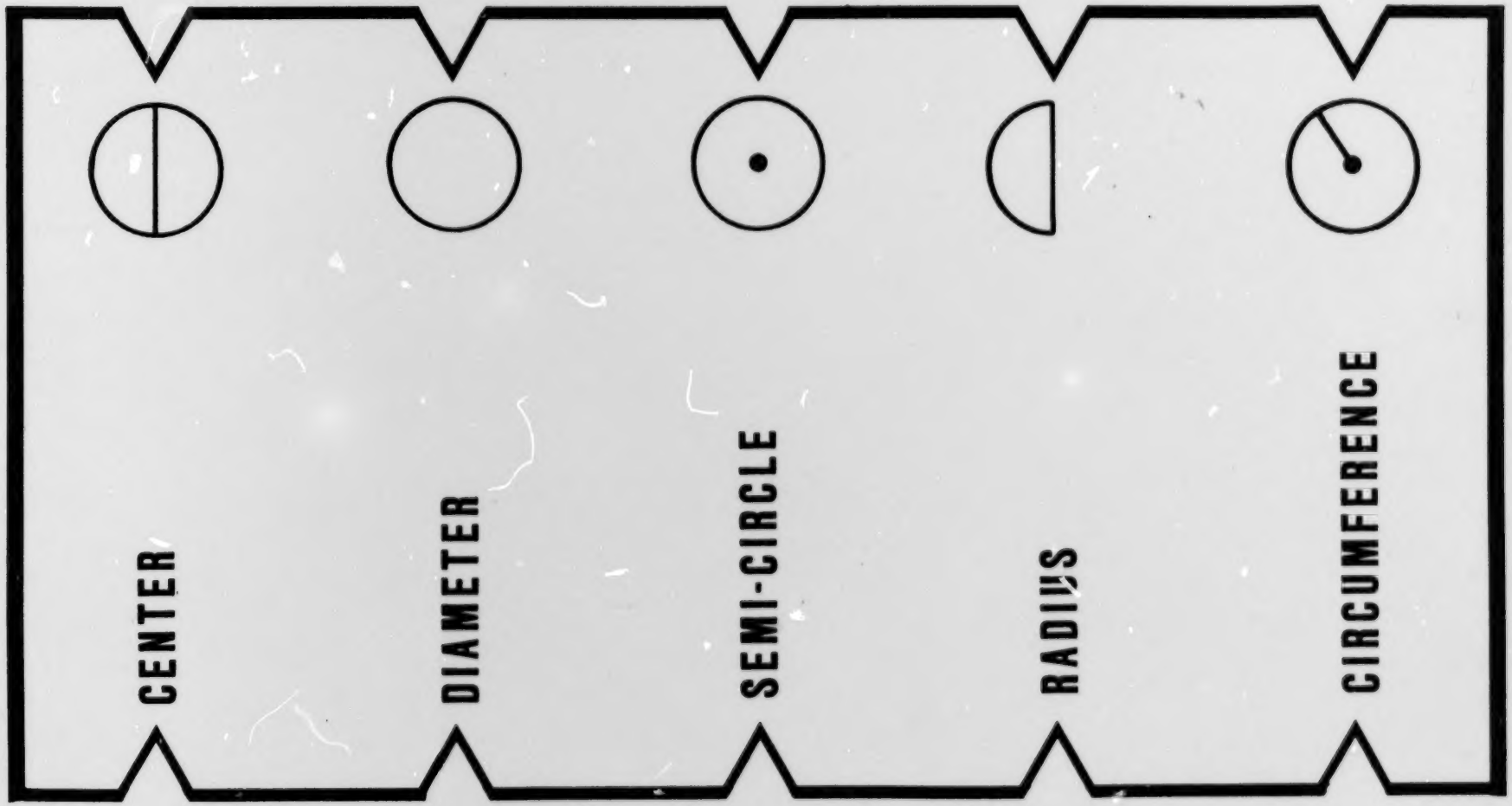
The dotted part of the circle is a _____.

A. radius
B. diameter
C. semi-circle
D. circumference

Geometry - Parts of a Circle

center, radius, diameter,
circumference, and semi-circle

Cut out the figure below and glue it to a piece of heavy duty cardboard. Cut around the pattern, making sure that the notches are cut out. Have your child stretch rubber bands between the slots on the left and the correct answer.



Word Problems - No Conversion

time: hours, minutes, days, weeks, months, or years

$ IT PAYS TO HAVE A PLAN $

Six-Point Checklist

1. Read the problem carefully.
2. Understand the question.
3. Find the needed information.
4. Plan what to do.
5. Find the answer.
6. Check back.

Help your child learn to use the above checklist by reading together and discussing the steps as you solve the word problem below.

The fifth grade class has 30 minutes of recess each day. They are in school for 360 minutes each day. How much time is not spent at recess during the school day?

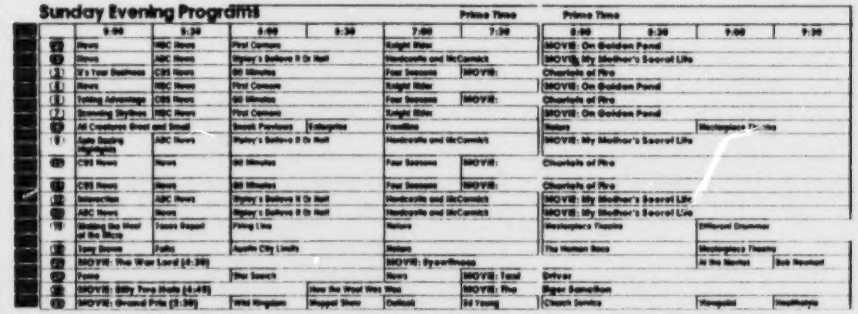
Have your child read the problem. Then ask such questions as:

"What are we trying to find out?" (Step 2)
"What information do we need to solve the problem?" (Step 3)
"Why is subtracting the best way to solve this problem?" (Step 4)

Have your child perform the subtraction (Step 5) and then add back to check (Step 6).

Explain to your child that it is useful to find out answers to problems about time. For example, you might want to know how long a TV program lasts.

The length of a program can be figured out by finding the time the program starts and ends. Have your child look in TV Guide (or any other TV schedule) and discuss with him the beginning and ending times of programs. The ending times can be determined by finding the beginning time of the next show on the same channel. Ask your child questions like, "If the CBS Movie begins at 7:30 p.m. and ends at 10:00 p.m., how long is the movie?"



DIRECTIONS: Solve the problem.

Jerry wants to practice the piano a total of 15 hours this week. He practiced 2 hours on Monday and 3 hours on Tuesday. How many hours does he have left to practice this week?

A. 12 hours
B. 1 hour
C. 10 hours
D. 13 hours

BEST COPY AVAIL

Word Problems - No Conversion

time: hours, minutes, days,
weeks, months, or years

Have your child read and solve the following problems. Remind her to use the Six-Point Checklist as a guide.

1. In 1939, Tommy Godwin traveled about 1,444 miles every week in the year. There are 52 weeks in a year. About how many miles did he travel that year?

2. Susan attended school 175 days last year. There were 366 days in the year. How many days during the whole year was she not in school?

3. Mrs. Smith is due at work at 8:00 a.m. It takes her 20 minutes to drive to work. What time should she leave home?

"Thirty days have September, April, June, and November. And just for fun, all the rest have 31, except February. February alone doesn't hold the line. For three years it has 28 and in the fourth year, 29."

4. Use the information in the poem above to find out how many days are in all three of the summer months of June, July, and August.

5. How many days altogether are there in months with 30 days? in months with 31 days?

6. It takes John 5 minutes to run around the track. How many times can he run around the track in 30 minutes?

Word Problems - Money - Ten Dollars or Less

two-step

Using a catalog or a newspaper advertisement, make up problems for your child.

For example: Sue is saving her money for a new skirt and blouse. So far she has saved $3.50. The Style Mart has a sale advertised. The skirt Sue wants is $5.25 and the blouse is $3.75. How much more money does Sue need in order to buy the skirt and blouse? Refer to the checllist on the previous two pages, and help your child solve the problem by asking questions. Be sure to point out that sometimes it takes more than one step to answer the question.

$ 5.25	$ 9.00	(Total cost)
+ 3.25	- 3.50	(Amount saved)
$ 9.00	$ 5.50	(Amount needed)

(Total cost)

Have your child make up problems that require two steps for solving.

CHECK IT OUT ! ! !

1. Read
2. Question
3. Information
4. Plan
5. Answer
6. Check

DIRECTIONS: Solve each problem.

1. John made a trip to his uncle's house in another state. His father drove him to the airport, which was 100 miles from his home. Then John flew on an airplane for 4 hours at 350 miles per hour. How far had John traveled when he reached the airport where his uncle lived.

   A. 1500 miles
   B. 1400 miles
   C. 450 miles
   D. 1300 miles

2. Ken went to the basketball game last Friday night. His ticket was $1.50. He bought two boxes of popcorn for $.50 each and a soft drink for $.45. How much money did he spend?

   A. $2.45
   B. $2.50
   C. $2.95
   D. $1.95

Addition, Subtraction and/or Multiplication

Word Problems - Money - Ten Dollars or Less

two-step

Using a catalog or a newspaper advertisement, make up problems for your child.

For example: Sue is saving her money for a new skirt and blouse. So far she has saved $3.50. The Style Mart has a sale advertised. The skirt Sue wants is $5.25 and the blouse is $3.75. How much more money does Sue need in order to buy the skirt and blouse? Refer to the checllist on the previous two pages, and help your child solve the problem by asking questions. Be sure to point out that sometimes it takes more than one step to answer the question.

$ 5.25	$ 9.00	(Total cost)
+ 3.25	- 3.50	(Amount saved)
$ 9.00	$ 5.50	(Amount needed)

(Total cost)

Have your child make up problems that require two steps for solving.

CHECK IT OUT ! ! !

1. Read
2. Question
3. Information
4. Plan
5. Answer
6. Check

DIRECTIONS: Solve each problem.

1. John made a trip to his uncle's house in another state. His father drove him to the airport, which was 100 miles from his home. Then John flew on an airplane for 4 hours at 350 miles per hour. How far had John traveled when he reached the airport where his uncle lived.

   A. 1500 miles
   B. 1400 miles
   C. 450 miles
   D. 1300 miles

2. Ken went to the basketball game last Friday night. His ticket was $1.50. He bought two boxes of popcorn for $.50 each and a soft drink for $.45. How much money did he spend?

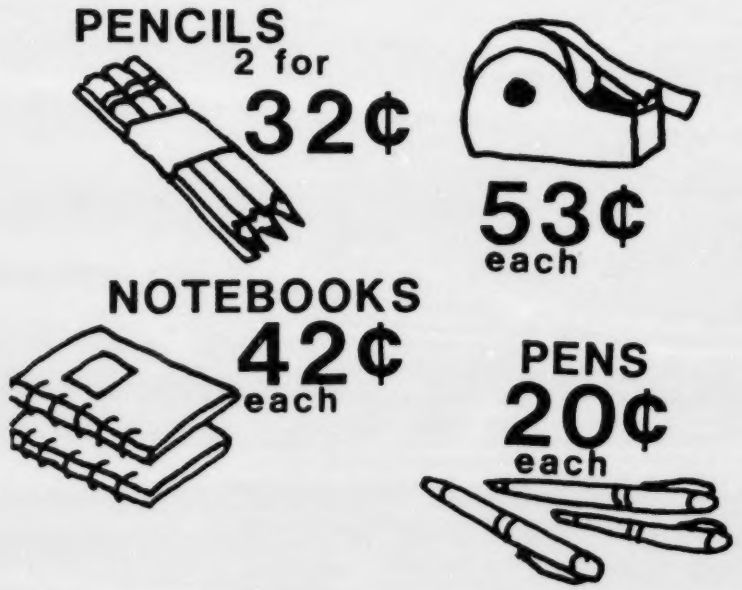
   A. $2.45
   B. $2.50
   C. $2.95
   D. $1.95

Addition, Subtraction and/or Multiplication

Word Problems - Money - Ten Dollars or Less

two-step

A good way to help your child become aware of noting the details in a word problem is to have her make up problems to solve. Help her get started by having her use the newspaper to find the cost of three items that would total less than $10.00. Then have her figure out how much change she would get back if she paid for the items with a $10.00 bill. Now have her make up some more on her own. Have your child write and solve a problem using the information on the sign below.



Have your child read and solve the following problems. Point out that they require two steps. Encourage her to use the checklist as a guide.

1. Read
2. Question
3. Information
4. Plan
5. Answer
6. Check

1. A total of 264 people were at the school play given by Mrs. Guidry's class. Of these, 24 were parents and 18 were teachers. How many who attended were not teachers or parents?

   A. 42
   B. 240
   C. 222
   D. 232

2. Gerry got $10.00 from his grandmother for his birthday. He spent $1.29 for a "Thank You" card and $.22 for postage. How much money did he have left?

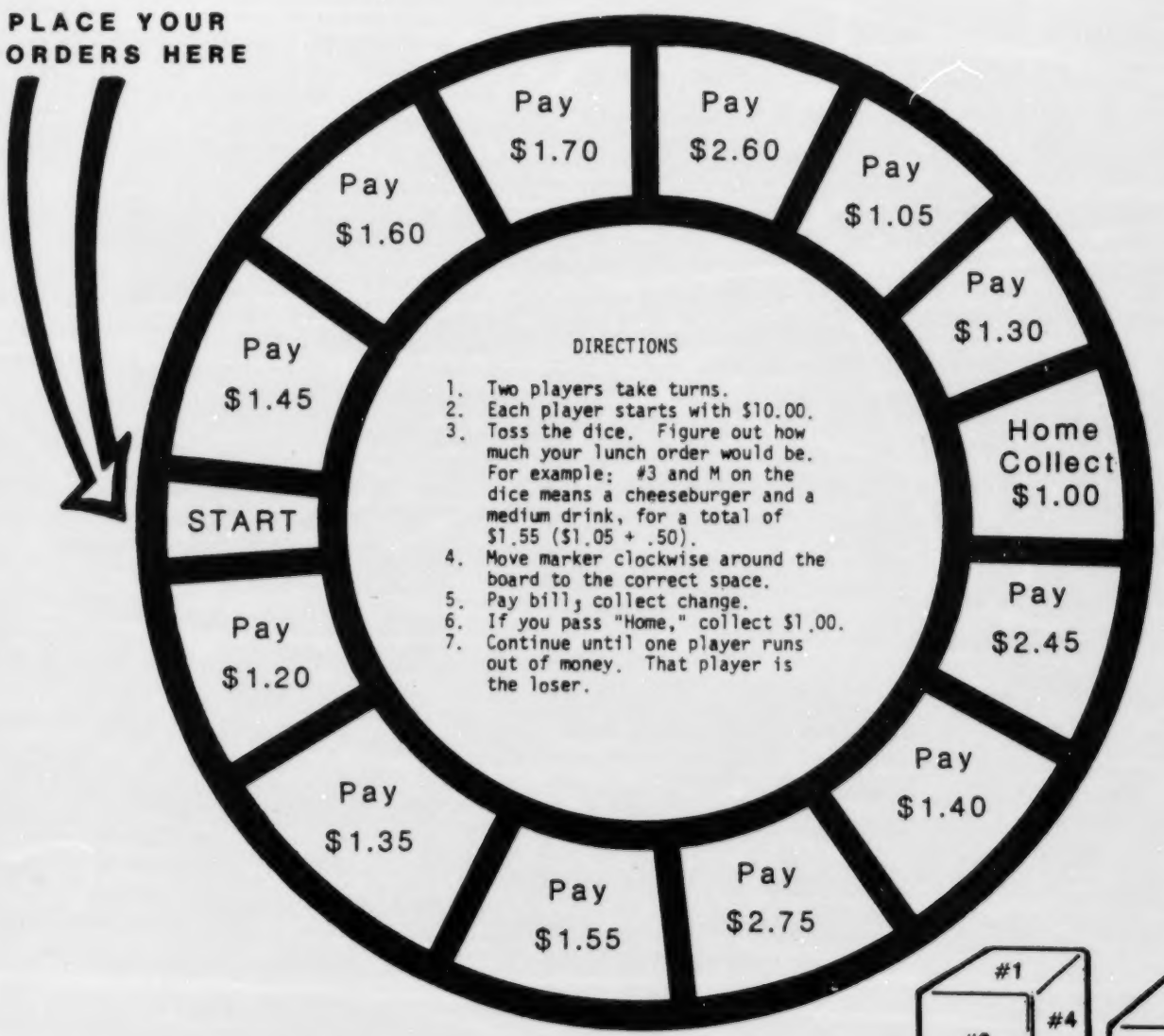
   A. $8.59
   B. $9.49
   C. $8.49
   D. $1.51

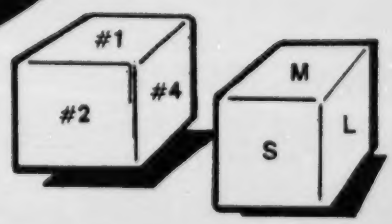
*(Don't forget to add back to check your work.)

Your child might like to play the game, "Time Out for Lunch," on the next page.

TIME OUT FOR LUNCH

SANDWICHES			DRINKS	
#1	Hot Dog	$0.70	Small	$0.35
#2	Hamburger	$0.95	Medium	$0.50
#3	Cheeseburger	$1.05	Large	$0.65
#4	Fried Chicken	$2.10		


PLACE YOUR ORDERS HERE
START
Pay $1.70
Pay $2.60
Pay $1.05
Pay $1.30
Home Collect $1.00
Pay $2.45
Pay $1.40
Pay $2.75
Pay $1.55
Pay $1.35
Pay $1.20
Pay $1.45
Pay $1.60
DIRECTIONS
1. Two players take turns.
2. Each player starts with $10.00.
3. Toss the dice. Figure out how much your lunch order would be. For example: #3 and M on the dice means a cheeseburger and a medium drink, for a total of $1.55 ($1.05 + .50).
4. Move marker clockwise around the board to the correct space.
5. Pay bill; collect change.
6. If you pass "Home," collect $1.00.
7. Continue until one player runs out of money. That player is the loser.



ANSWER KEY

Page 1

a. Hundred-Thousands
b. Ten-Thousands
c. Hundreds
d. Hundred-Thousands
e. Hundreds
f. Ten-Thousands
g. Hundred-Thousands
h. Tens
i. Ones

* C

Page 2

Hundred-Thousands	Ten-Thousands	Thousands	Hundreds	Tens	Ones
4	6	5	3	7	8
3	4	6	5	8	7
7	3	4	6	5	8
8	3	7	5	4	6
5	6	8	4	3	7
3	8	6	4	5	7
6	4	8	3	7	5
4	8	3	6	5	7

Page 3

1. a. 46,264
b. 11,672
c. 87,406
d. 75,018

1. d. 29,514
2. c. 87,622
3. b. 63,875
4. d. 55,055

* B

Page 4

1.(a) 75,236 (b) 48,972 (c) 61,095
(d) 18,014 (e) 98,451 (f) 39,472
(g) 56,108 (h) 6,015 (i) 27,111

2.(a) twenty-seven thousand, eight hundred
(b) eighty-six thousand, one hundred thirty-two
(c) ninety-four thousand, three hundred twenty-five
(d) five thousand, twelve
(e) eighteen thousand, two hundred ninety-eight
(f) twenty-nine thousand, seventeen

Page 5

1. 70, 75 2. 15, 10 3. 33, 23
4. 18, 20 5. 151, 161 6. 5800, 5900
7. 40,000 8. 56,000 9. 9,650
10. 4,660 11. 39,600

* 1. A 2. C

Page 6

1.	7,440	7,450	7,460	7,470
2.	26,131	26,133	26,135	26,137
3.	76,100	76,400	76,700	77,000
4.	97,650	96,700	96,750	97,800
5.	15,000	18,000	21,000	24,000
6.	70,000	80,000	90,000	100,000
7.	99,700	99,800	99,900	100,000
8.	8,000	9,000	10,000	11,000
9.	65,540	64,545	65,550	65,555
10.	87,150	87,300	87,450	87,600

ANSWER KEY

Page 6

I. a. 54,650
b. 35,200
c. 16,890
d. 10,000

II. 1. B
2. A
3. C

Page 7

1. 574
2. 787
3. 8,729
4. 56,757
5. 982
6. 985
7. 6,749

Riddle: When it becomes a <u>french</u> <u>fry</u>.

a. 1,331
b. 1,231
c. 1,221
d. 938
e. 1,029
f. 939
g. 929
h. 1,230

* 1. C
2. C

Page 8

1,208	7,950	55,001
812	9,134	99,157
77,685	6,949	601
15,069	93,273	1,010
68,099	600	15,553
58,779	9,917	11,601
5,505	671	9,959
1,569	969	20,219

Page 9

a. 1,218
b. 2,039
c. 1,692
d. 2,069
e. 1,120

* C

a. 857
b. 942
c. 426
d. 919

Page 10

868 + 987 + 786 = 2641	561 + 207 + 889 = 1657	43 + 32 + 18 = 93	110 + 211 = 321	612 + 304 = 916	21 + 16 + 50 = 87	825 + 492 + 716 = 2033	981 + 626 + 816 = 2423
259 + 870 + 618 = 1747	618 + 592 = 1210	472 + 396 + 103 = 971		586 + 122 + 200 = 908		743 + 629 = 1372	269 + 634 = 1478
692 + 629 = 1321	219 + 106 = 325	708 + 102 + 110 = 920	300 + 250 + 161 = 711	21 + 16 + 11 = 48	30 + 40 + 19 = 89	501 + 100 + 256 = 857	672 + 201 = 873	819 + 692 = 1511
21 + 62 = 83	115 + 659 + 218 = 992	232 + 143 + 246 = 621	568 + 187 + 186 = 941		125 + 208 + 156 = 489	413 + 163 + 308 = 884	318 + 229 + 365 = 912	79 + 19 = 98
612 + 169 + 218 = 999	148 + 516 + 292 = 956	100 + 575 + 269 = 944		209 + 444 + 316 = 969		128 + 479 + 387 = 994	219 + 489 + 129 = 837	
289 + 367 + 299 = 955	263 + 468 + 102 = 833			580 + 117 + 211 = 908		418 + 409 + 102 = 929	120 + 210 + 365 = 695	
429 + 218 + 227 = 874	592 + 210 + 109 = 911	302 + 319 + 296 = 917		321 + 392 + 211 = 924			619 + 138 + 149 = 906	

ANSWER KEY

Page 11
1. 524
2. 24
3. 428
4. 105
5. 9

* 1. A
2. D

Page 12
A. 1. 661 2. 737 3. 474 4. 363
5. 629 6. 948 7. 637 8. 286

B. 1. 639 2. 106 3. 427 4. 318
5. 648 6. 736 7. 809 8. 928

Page 13

875	764	959
-498	-498	-498
377	266	461
875	764	959
-187	-187	-187
688	577	772
875	764	959
-483	-483	-483
392	281	476
875	764	959
-397	-397	-397
478	367	562

* 1. B 2. A

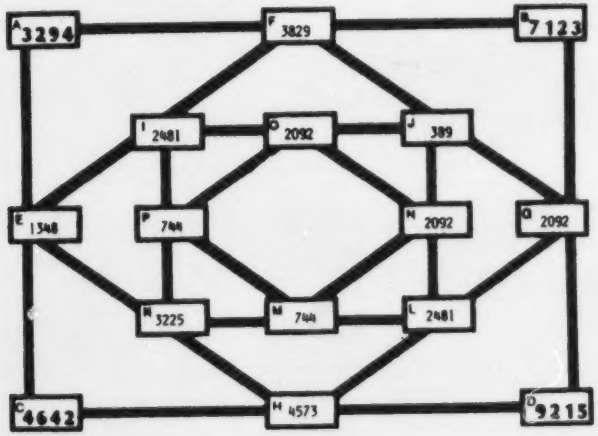
Page 14 THEY MIGHT QUACK UP.

Page 15
1. 5,563
2. 3,582
3. 3,712
4. 1,937
5. 1,293

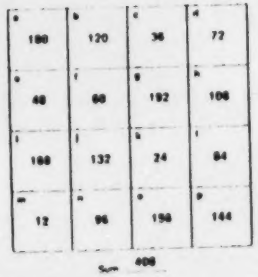
a. 1893
b. 1953
c. 1976

* 1. C 2. D

Page 16



Page 17



* 1. D 2. C

Page 18

S	I	R	Y	O	U
312	370	216	138	224	204

C	R	A	C	K
360	216	228	360	54

M	E	U	P
570	222	204	112

Page 19

Green:

23 x 4 = 92	79 x 8 = 632	71 x 3 = 213	67 x 3 = 201	64 x 5 = 320
80 x 4 = 320	86 x 7 = 602	52 x 6 = 312	89 x 7 = 623	41 x 3 = 123

Blue:

80 x 8 = 640	67 x 7 = 469	69 x 6 = 414	92 x 7 = 644	62 x 8 = 496
58 x 8 = 464	70 x 7 = 490	49 x 7 = 343	49 x 9 = 441	91 x 4 = 364
86 x 5 = 430				

Red:

63 x 5 = 315	85 x 6 = 510	45 x 3 = 135	85 x 7 = 595	82 x 8 = 656

Page 19 (cont.)

26 x 6 = 156	39 x 4 = 156	79 x 7 = 553	86 x 6 = 516	39 x 5 = 195
65 x 3 = 195	67 x 8 = 536	96 x 6 = 576	39 x 9 = 351	77 x 7 = 539

Brown:

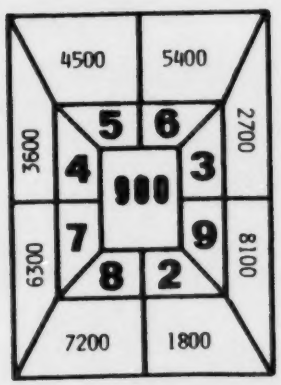
97 x 7 = 679	96 x 6 = 576	59 x 3 = 177

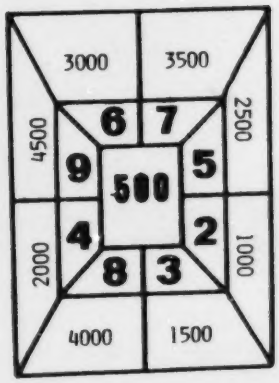
Yellow:

98 x 7 = 686	97 x 4 = 388	28 x 6 = 168

Page 20

1.	726	2.	800	3.	741
4.	882	5.	3,348	6.	716
7.	925	8.	728	9.	650
10.	1,946	11.	5,616	12.	1,855





Page 20 (cont.)

* 1. B

2. A

Page 21

Across:

1.	428	3.	835	5.	636	6.	964
10.	280	12.	658	15.	928	16.	976

Down:

1.	408	2.	805	4.	354	5.	674
7.	438	8.	726	9.	808	11.	85
13.	868	14.	909				

Page 22

* C

Across		Down	
1.	Two	2.	One
4.	Nineteen	3.	Seven
6.	Three	5.	Eleven
7.	One	6.	Twelve
8.	Eleven	9.	Nine
11.	Ten	10.	Nine
12.	Five	13.	Six
13.	Seven		
14.	Eight		

Page 23

a.	7	g.	10
b.	8	h.	16
c.	12	i.	8
d.	7	j.	26
e.	16	k.	12
f.	16	l.	10

Page 24

17 ÷ 5 = 3 R. 2 or

$$5\overline{)17}\quad 15\quad 2$$

22 ÷ 4 = 5 R. 2 or

$$4\overline{)22}\quad 20\quad 2$$

12 ÷ 5 = 2 R. 2 or

$$5\overline{)12}\quad 10\quad 2$$

A.	5 R. 2	8 R. 2	3 R. 1	1 R. 4
B.	3 R. 1	7 R. 3	6 R. 5	6 R. 2
C.	8 R. 2	9 R. 1	7 R. 1	4 R. 2

1.

$$4\overline{)78}\quad 4\quad 38\quad 36\quad 2$$

2.

$$5\overline{)87}\quad 5\quad 37\quad 35\quad 2$$

* 1. C

2. D

Page 25

$3\overline{)7}$ = 2 R. 1 | $2\overline{)9}$ = 4 R. 1 | $4\overline{)7}$ = 1 R. 3

$5\overline{)6}$ = 1 R. 1 | $4\overline{)30}$ = 7 R. 2 | $5\overline{)28}$ = 5 R. 3

$3\overline{)13}$ = 4 R. 1 | $2\overline{)19}$ = 9 R. 1 | $5\overline{)24}$ = 4 R. 4

$4\overline{)20}$ = 5 | $4\overline{)14}$ = 3 R. 2 | $5\overline{)31}$ = 6 R. 1

$3\overline{)46}$ = 15 R. 1 | $4\overline{)78}$ = 19 R. 2 | $2\overline{)85}$ = 42 R. 1

$4\overline{)67}$ = 16 R. 3 | $3\overline{)48}$ = 16 | $5\overline{)53}$ = 10 R. 3

$5\overline{)74}$ = 14 R. 4 | $2\overline{)41}$ = 20 R. 1

Page 26

116 ÷ 4 = 29

$$4\overline{)116}\quad 29,\ 8,\ 36,\ 36$$

$3.18 ÷ 2 = $1.59

$$2\overline{)3.18}\quad 1.59,\ 2,\ 11,\ 10,\ 18,\ 18$$

Page 26 (cont.)

$$6\overline{)13.74}\quad 2.29,\ 12,\ 17,\ 12,\ 54,\ 54$$

$$8\overline{)18.00}\quad 2.25,\ 16,\ 20,\ 16,\ 40,\ 40$$ ← (Best Buy)

A.	1949	B.	634	C.	245	D.	73
E.	924	F.	1211	G.	4874	H.	1073
I.	823	J.	832	K.	176	L.	903
M.	1353	N.	1030	O.	648	P.	501

* 1. D

2. C

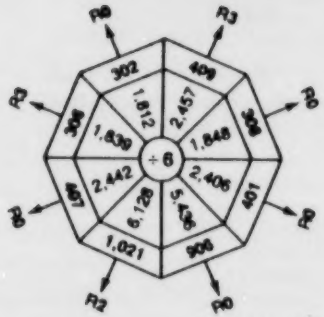
Page 27

59,	69,	75,	87,	183,	187,	807,	808
S	U	N	L	I	G	H	T

Page 28

a.	1002 R. 1	i.	1209 R. 2
b.	1702 R. 2	j.	636 R. 3
c.	41 R. 2	k.	927 R. 2
d.	816 R. 6	l.	1552 R. 2
e.	1061 R. 3	m.	324 R. 2
f.	575 R. 2	n.	207 R. 3
g.	76 R. 4	o.	208 R. 1
h.	541 R. 1	p.	1291 R. 2

Page 28 (cont.)



* 1. D

2. B

Page 29 A giraffe with a sore throat or an elephant with a cold in its nose.

$$\begin{array}{r} 41 \text{ R. } 8 \\ 9\overline{)377} \\ 36 \\ \hline 17 \\ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 886 \text{ R. } 5 \\ 8\overline{)7093} \\ 64 \\ \hline 69 \\ 64 \\ \hline 53 \\ 48 \\ \hline \end{array}$$

$$\begin{array}{r} 542 \text{ R. } 1 \\ 4\overline{)2169} \\ 20 \\ \hline 16 \\ 16 \\ \hline 9 \\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1946 \text{ R. } 1 \\ 3\overline{)5839} \\ 3 \\ \hline 28 \\ 27 \\ \hline 13 \\ 12 \\ \hline 19 \\ 18 \\ \hline \end{array}$$

$$\begin{array}{r} 576 \text{ R. } 1 \\ 9\overline{)5185} \\ 45 \\ \hline 68 \\ 63 \\ \hline 55 \\ 54 \\ \hline \end{array}$$

$$\begin{array}{r} 1646 \text{ R. } 2 \\ 5\overline{)8232} \\ 5 \\ \hline 32 \\ 30 \\ \hline 23 \\ 20 \\ \hline 32 \\ 30 \\ \hline \end{array}$$

Page 29 (cont.)

$$\begin{array}{r} 870 \text{ R. } 3 \\ 7\overline{)6093} \\ 56 \\ \hline 49 \\ 49 \\ \hline 3 \\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \text{ R. } 7 \\ 8\overline{)351} \\ 32 \\ \hline 31 \\ 24 \\ \hline 7 \\ \hline \end{array}$$

$$\begin{array}{r} 790 \text{ R. } 2 \\ 6\overline{)4742} \\ 42 \\ \hline 54 \\ 54 \\ \hline 2 \\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 159 \text{ R. } 2 \\ 4\overline{)638} \\ 4 \\ \hline 23 \\ 20 \\ \hline 38 \\ 36 \\ \hline \end{array}$$

$$\begin{array}{r} 548 \text{ R. } 3 \\ 7\overline{)3839} \\ 35 \\ \hline 33 \\ 28 \\ \hline 59 \\ 56 \\ \hline \end{array}$$

$$\begin{array}{r} 695 \text{ R. } 7 \\ 8\overline{)5567} \\ 48 \\ \hline 76 \\ 72 \\ \hline 47 \\ 40 \\ \hline \end{array}$$

$$\begin{array}{r} 370 \text{ R. } 1 \\ 2\overline{)741} \\ 6 \\ \hline 14 \\ 14 \\ \hline 1 \\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 990 \text{ R. } 4 \\ 9\overline{)8914} \\ 81 \\ \hline 81 \\ 81 \\ \hline 4 \\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 613 \text{ R. } 2 \\ 7\overline{)4293} \\ 42 \\ \hline 9 \\ 7 \\ \hline 23 \\ 21 \\ \hline \end{array}$$

Page 30

A. Dividend

B. Quotient

C. Divisor

* 1. A

2. D

ANSWER KEY

Page 31

1. Dividend
2. Quotient
3. Quotient
4. Remainder
5. Divisor
6. Divisor

1. Remainder
2. Quotient
3. Dividend
4. Divisor

Page 32

5/7 + 1/7 = 6/7

2/7 + 3/7 = 5/7

6/7 - 2/7 = 4/7

5/7 - 3/7 = 2/7

A. 1. 4/5 2. 5/8
3. 3/4 4. 5/6

B. 1. 3/8 2. 7/10
3. 1/6 4. 2/5

* 1. A
2. D

Page 34

Addition:

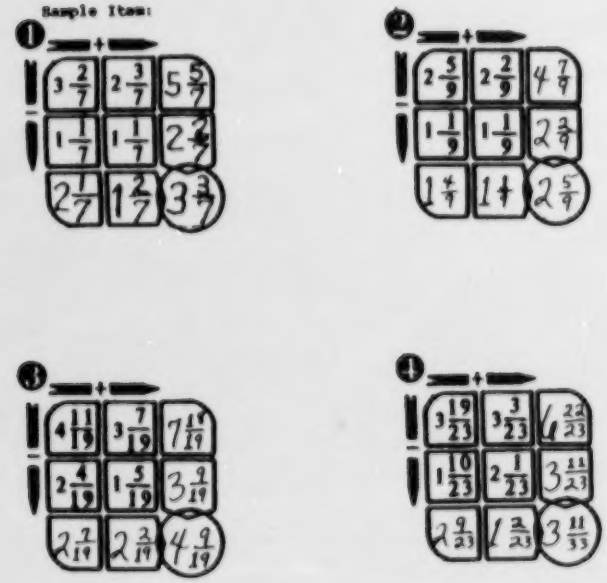
A. 8 5/7 B. 8 5/9
C. 5 3/4 D. 57 9/10

Subtraction:

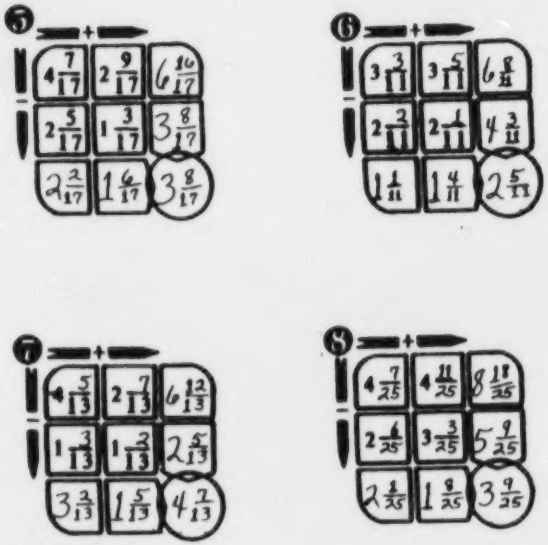
A. 3 1/8 B. 4 3/11
C. 4 2/9 D. 5 7/11

* 1. B
2. D

Page 35



Page 35 (cont.)



Page 36

* 1. A

2. B

Page 37

A. ✓

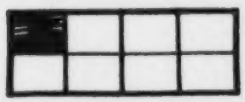
B. X

C. X

D. X

E. X

F. ✓

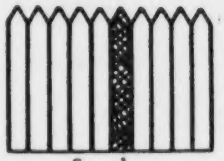


A. $\frac{1}{8}$

B. $\frac{1}{8}$

Page 37 (cont.)

C.

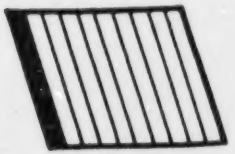


C. $\frac{1}{10}$

D.

D. $\frac{1}{10}$

E.

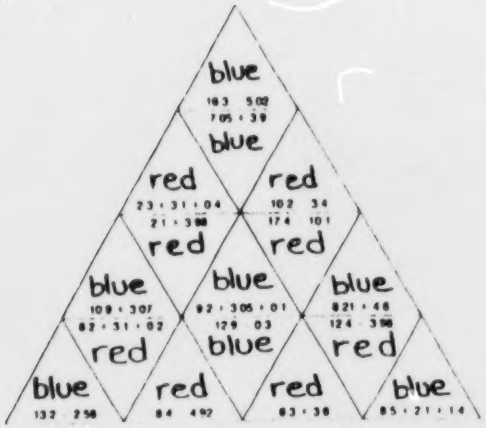


E. $\frac{1}{10}$

F.

F. $\frac{1}{8}$

Page 38

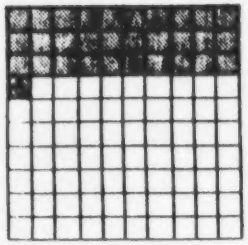


* 1. D

2. C

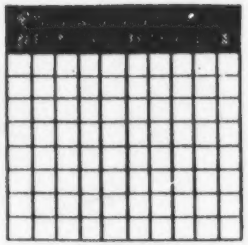
BEST COPY AVAILABLE

Page 40



.31

thirty-one hundredths



.2

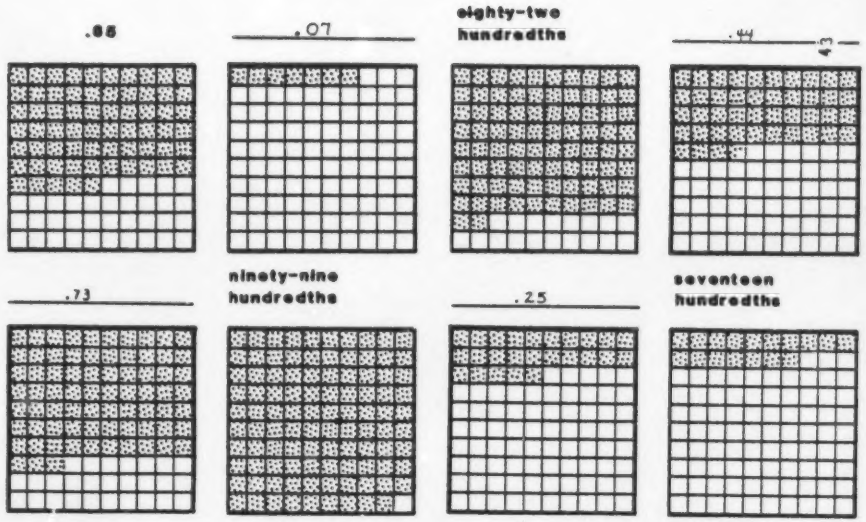
two tenths
or twenty hundredths

A. two and sixty-eight hundredths
B. four and nine hundredths
C. six tenths
D. six and three tenths
E. fifty-seven and twenty-four hundredths
F. forty-two and one tenth

G. 3.94
H. 10.25
I. 1.02
J. 13.7
K. 9.09
L. 4.80

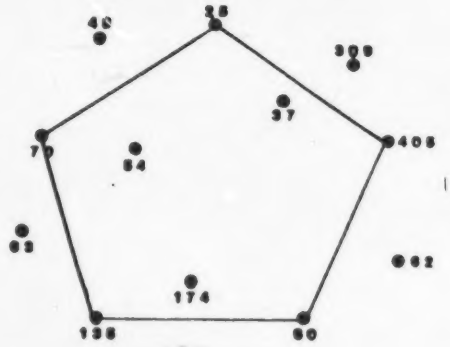
* 1. B
2. C

Page 43



Page 44 When it is a jar.

Connect dots divisible by 5:



Page 44 (cont.) Calendar:

April, June, September, and November

* B

Page 45

A. 25
B. 35
C. 90
D. 165
E. 345
F. 570
G. 665

Page 46

1. 9:30
2. 7:15
3. 2:20
4. 10:30
5. 1:30

* B

Page 47

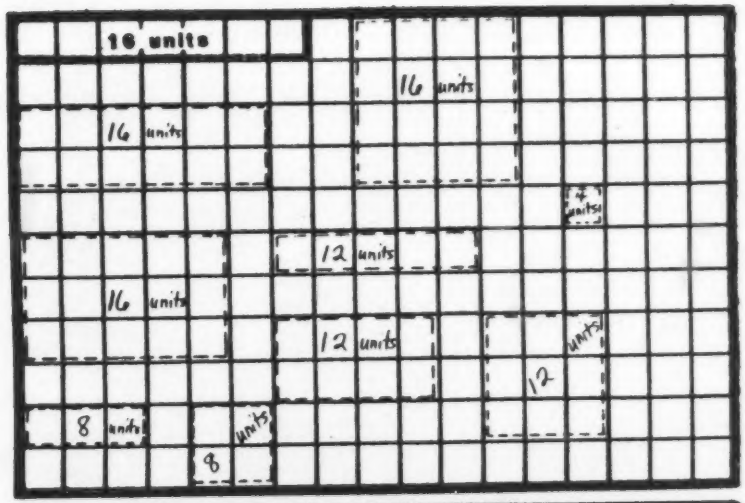
1. 6:05
2. 10:00
3. 8:00
4. 4:00
5. 8:10

Page 48 400 m

1. B
2. C
3. D

* C

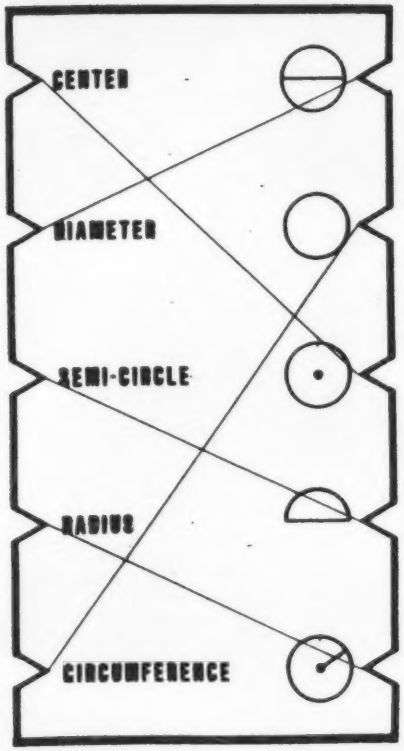
Page 49



Perimeter of rectangle	Total number possible	How many of them are squares?	Length of the square's sides
16 units	4	1	4 units
12 units	3	1	3 units
8 units	2	1	2 units
4 units	1	1	1 unit

Page 50 * B

Page 51



Page 52 * C

Page 53
1. 75,088 miles
2. 191 days
3. 7:40 a.m.
4. 92 days

Page 53 (cont.)
5. 120 days in 30-day months
217 days in 31-day months
6. Six times

Page 54 * 1. A
2. C

Page 55 1. C
2. C

ADDITION FACTS

8	3	6	2	7	1	9	7
+6	+9	+3	+4	+1	+8	+5	+6
14	12	9	6	8	9	14	13
8	6	3	6	9	4	9	7
+7	+1	+8	+4	+9	+3	+0	+5
15	7	11	10	18	7	9	12
8	2	5	0	6	0	9	4
+8	+7	+2	+2	+5	+6	+7	+8
16	9	7	2	11	6	16	12
5	8	4	7	2	9	1	8
+0	+9	+5	+4	+1	+6	+1	+2
5	17	9	11	3	15	2	10
4	6	1	5	9	3	8	7
+9	+6	+0	+3	+2	+7	+5	+7
13	12	1	8	11	10	13	14
2	1	3	1	3	6	5	3
+6	+4	+3	+9	+1	+3	+1	+2
8	5	6	10	4	9	6	5

SUBTRACTION FACTS

7	12	10	4	15	13	9	2
-3	-5	-1	-2	-7	-8	-3	-1
4	7	9	3	8	5	6	1
5	7	9	12	14	1	11	8
-5	-6	-7	-8	-6	-0	-6	-2
0	1	2	4	8	1	5	6
14	9	3	13	18	6	1	11
-5	-5	-2	-6	-9	-4	-1	-3
9	4	1	7	9	2	0	8
9	15	10	11	6	8	17	5
-6	-9	-2	-8	-5	-4	-8	-3
3	6	8	3	1	4	9	2
7	11	13	12	10	8	16	10
-2	-4	-4	-7	-4	-6	-8	-7
5	7	9	5	6	2	8	3

DIVISION FACTS

$3\overline{)6}$	$8\overline{)32}$	$5\overline{)40}$	$2\overline{)20}$	$9\overline{)54}$
$4\overline{)28}$	$7\overline{)70}$	$10\overline{)120}$	$6\overline{)30}$	$8\overline{)48}$
$2\overline{)4}$	$4\overline{)12}$	$6\overline{)54}$	$3\overline{)3}$	$5\overline{)25}$
$9\overline{)63}$	$7\overline{)14}$	$6\overline{)18}$	$8\overline{)72}$	$4\overline{)16}$
$3\overline{)15}$	$9\overline{)27}$	$8\overline{)64}$	$2\overline{)8}$	$10\overline{)60}$
$5\overline{)10}$	$7\overline{)49}$	$3\overline{)9}$	$4\overline{)36}$	$9\overline{)45}$
$2\overline{)18}$	$5\overline{)35}$	$10\overline{)110}$	$6\overline{)24}$	$10\overline{)100}$
$7\overline{)42}$	$1\overline{)7}$	$10\overline{)80}$	$5\overline{)5}$	$8\overline{)96}$
$3\overline{)15}$	$8\overline{)64}$	$5\overline{)50}$	$2\overline{)6}$	$9\overline{)54}$
$4\overline{)8}$	$7\overline{)35}$	$10\overline{)10}$	$6\overline{)42}$	$8\overline{)32}$
$2\overline{)4}$	$4\overline{)24}$	$10\overline{)90}$	$3\overline{)9}$	$5\overline{)20}$
$9\overline{)72}$	$7\overline{)63}$	$6\overline{)18}$	$8\overline{)56}$	$4\overline{)12}$
$3\overline{)18}$	$9\overline{)81}$	$8\overline{)16}$	$7\overline{)14}$	$1\overline{)8}$

SHORT CUTS TO LEARNING THE MULTIPLICATION FACTS

When you are helping your child study the multiplication facts you can show him that there are actually only 21 multiplication facts to learn instead of 121. Here are the short cuts:

N X 0 = 0 . Any number multiplied by zero is zero.
N X 1 = N . Any number multiplied by one is that number.
N X 2 = N+N . Multiplying a number by two uses your child's knowledge of the double addition facts.
N X 5 = ☐ . Multiplying a number by five is just like counting by fives.
N X 10 = ☐ . Multiplying a number by ten is just like counting by tens.

With an understanding of these short cuts your child will realize that he really only has the following 21 facts to study:

3 X 3 = 9
3 X 4 = 12 4 X 4 = 16
3 X 6 = 18 4 X 6 = 24 6 X 6 = 36
3 X 7 = 21 4 X 7 = 28 6 X 7 = 42 7 X 7 = 49
3 X 8 = 24 4 X 8 = 32 6 X 8 = 48 7 X 8 = 56 8 X 8 = 64
3 X 9 = 27 4 X 9 = 36 6 X 9 = 54 7 X 9 = 63 8 X 9 = 72 9 X 9 = 81

REMEMBER - Lots of practice will help your child transfer the memorized facts into real learning.

MULTIPLICATION FACTS

0	1	2	3	4	5	6	7	8	9	10
X0	X0	X0	X0	X0	X0	X0	X0	X0	X0	X0
0	0	0	0	0	0	0	0	0	0	0

0	1	2	3	4	5	6	7	8	9	10
X1	X1	X1	X1	X1	X1	X1	X1	X1	X1	X1
0	1	2	3	4	5	6	7	8	9	10

0	1	2	3	4	5	6	7	8	9	10
X2	X2	X2	X2	X2	X2	X2	X2	X2	X2	X2
0	2	4	6	8	10	12	14	16	18	20

0	1	2	3	4	5	6	7	8	9	10
X3	X3	X3	X3	X3	X3	X3	X3	X3	X3	X3
0	3	6	9	12	15	18	21	24	27	30

0	1	2	3	4	5	6	7	8	9	10
X4	X4	X4	X4	X4	X4	X4	X4	X4	X4	X4
0	4	8	12	16	20	24	28	32	36	40

0	1	2	3	4	5	6	7	8	9	10
X5	X5	X5	X5	X5	X5	X5	X5	X5	X5	X5
0	5	10	15	20	25	30	35	40	45	50

0	1	2	3	4	5	6	7	8	9	10
X6	X6	X6	X6	X6	X6	X6	X6	X6	X6	X6
0	6	12	18	24	30	36	42	48	54	60

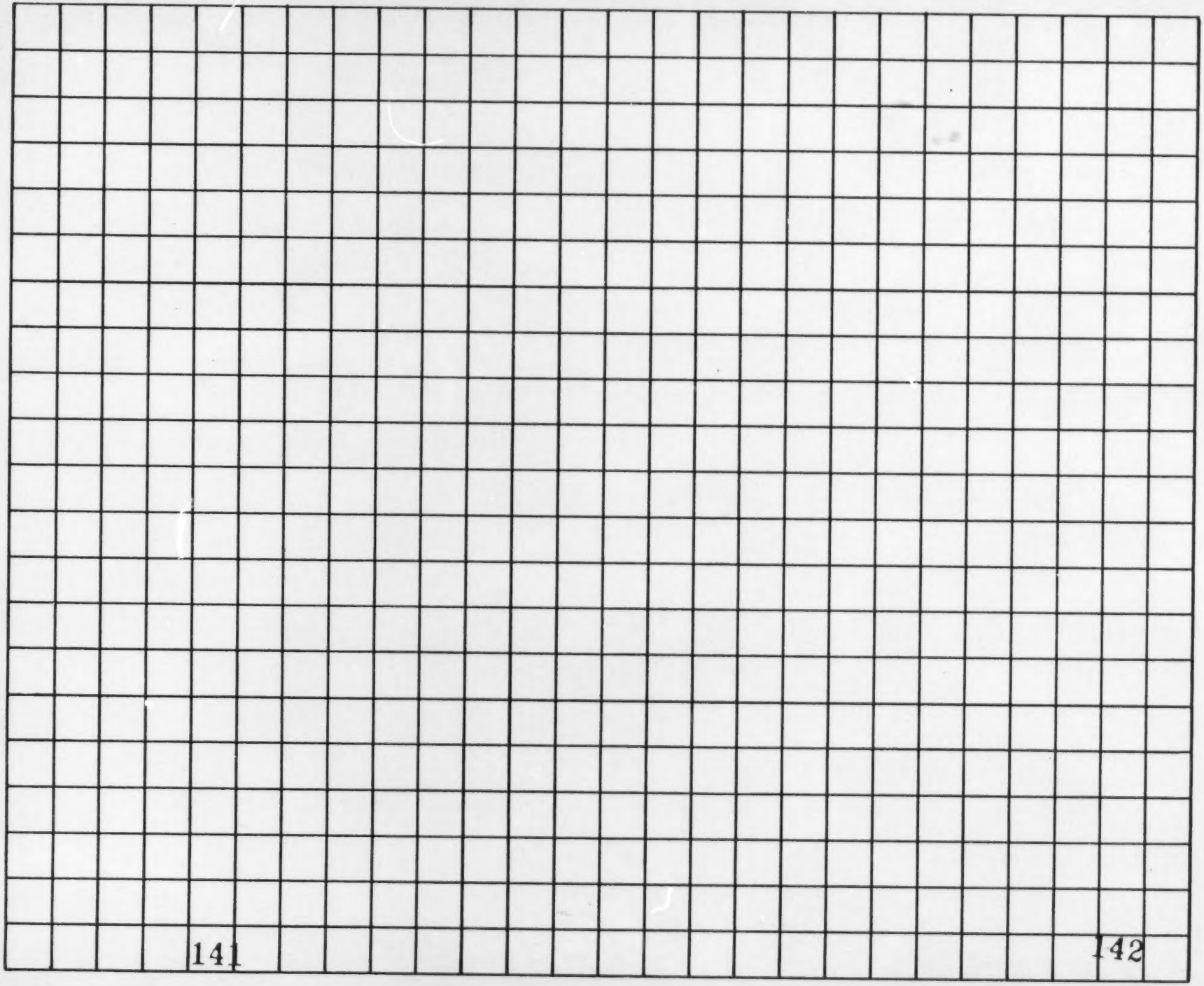
0	1	2	3	4	5	6	7	8	9	10
X7	X7	X7	X7	X7	X7	X7	X7	X7	X7	X7
0	7	14	21	28	35	42	49	56	63	70

0	1	2	3	4	5	6	7	8	9	10
X8	X8	X8	X8	X8	X8	X8	X8	X8	X8	X8
0	8	16	24	32	40	48	[illegible]	64	72	80

0	1	2	3	4	5	6	7	8	9	10
X9	X9	X9	X9	X9	X9	X9	X9	X9	X9	X9
0	9	18	27	36	45	54	63	72	81	90

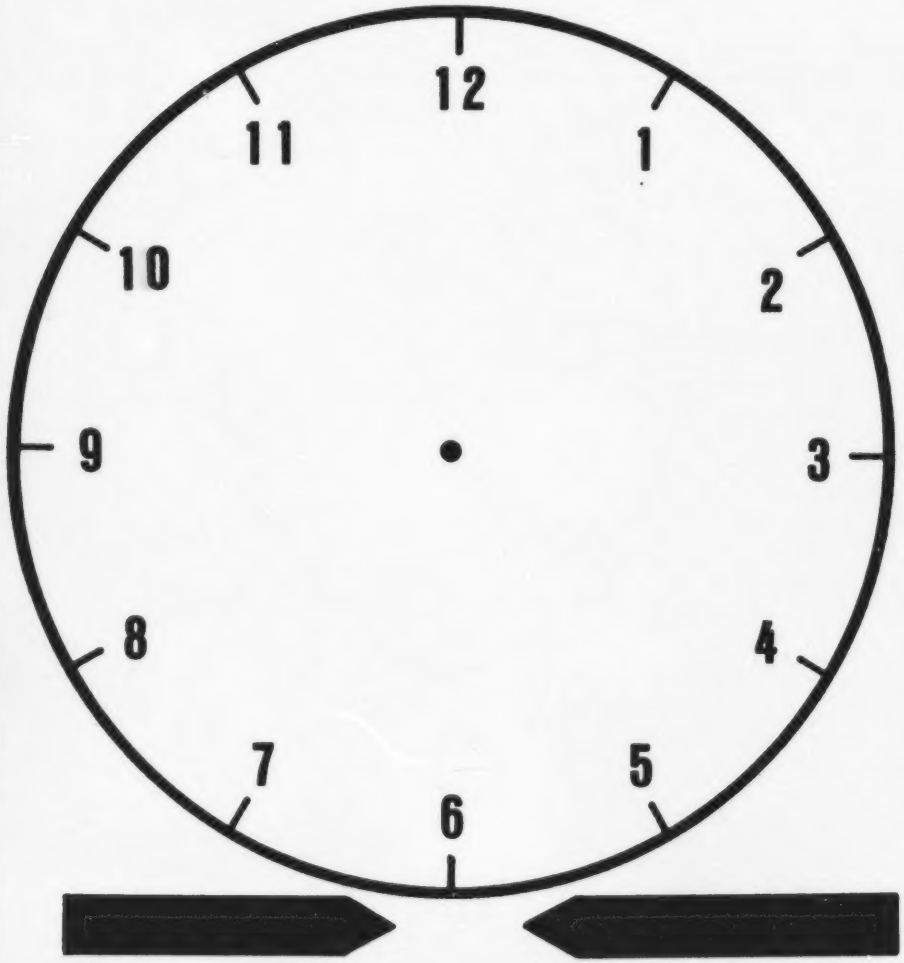
Help your child with the "nines." Show him that if you add the digits of each answer (product), the total is nine (9).
Examples: 6 X 9 = 54, 5 + 4 = 9; 8 X 9 = 72, 7 + 2 = 9

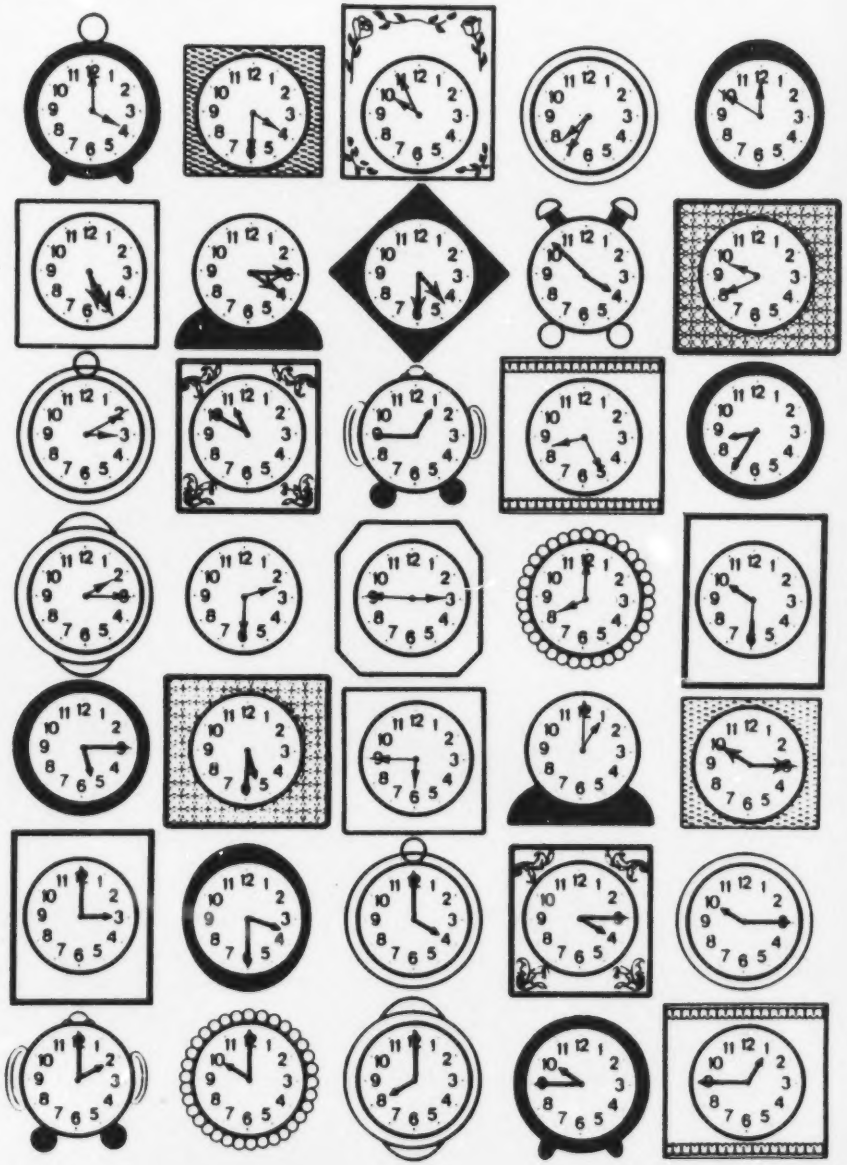
0	1	2	3	4	5	6	7	8	9	10
X10	X10	X10	X10	X10	X10	X10	X10	X10	X10	X10
0	10	20	30	40	50	60	70	80	90	100



Demonstration Clock

Have your child cut out the clock face and glue to the front of a small paper plate. Glue clock hands to cardboard and cut out. Punch hole through the end of both hands and center of clock face. Attach hands with a paper fastener such as a metal brad.





HELPING BOOK Cube Pattern

Directions:

1. Cut out along bold black line.
2. Fold all dotted lines.
3. Attach with tape Flap (A) to the inside of section (1).

4. Attach with tape Flaps (B,C,&D) to the inside of sections (1,2,&3).

5. Attach with glue the Flaps (E,F,&G) to the inside sections of (2,3,&4).